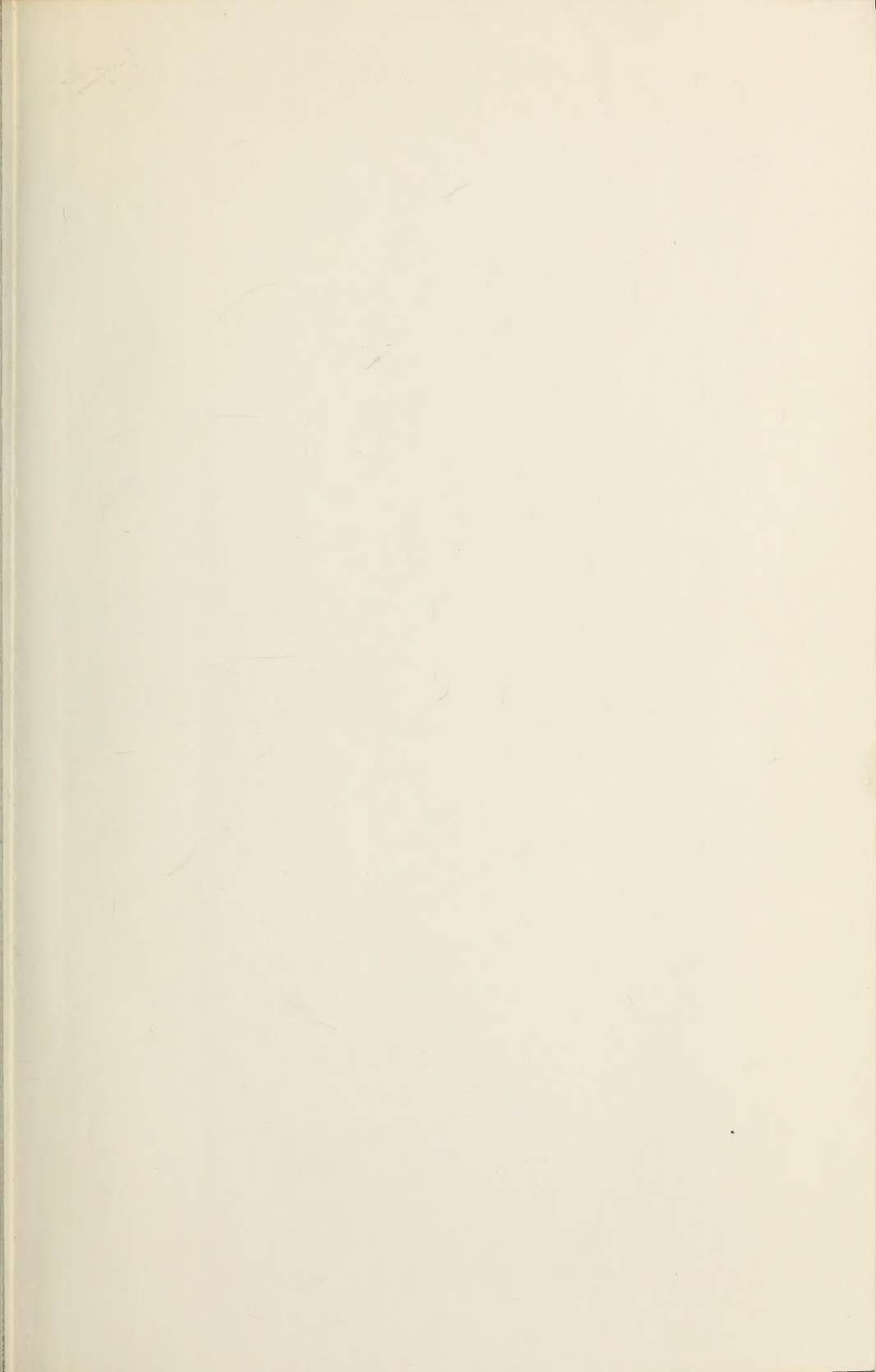
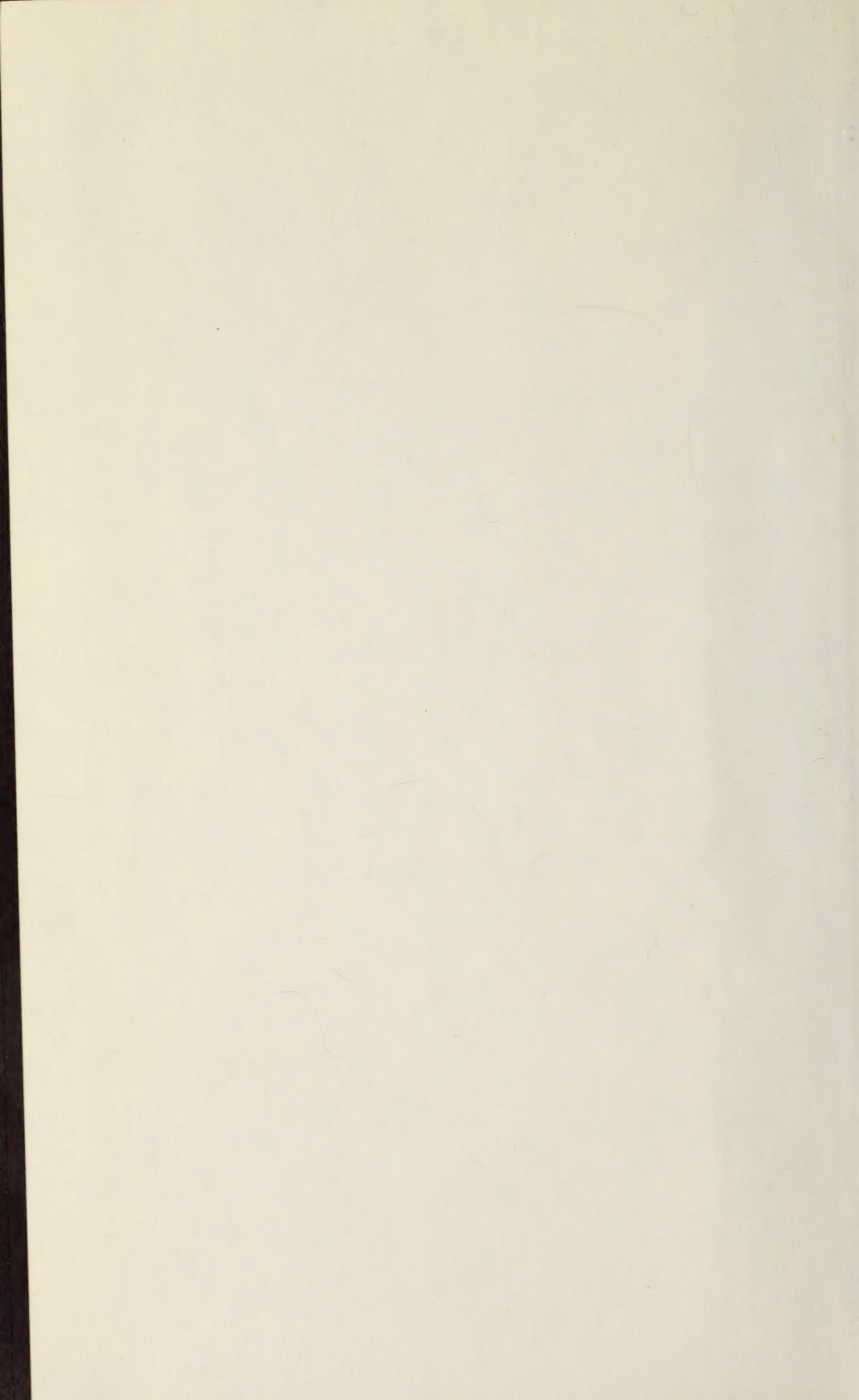


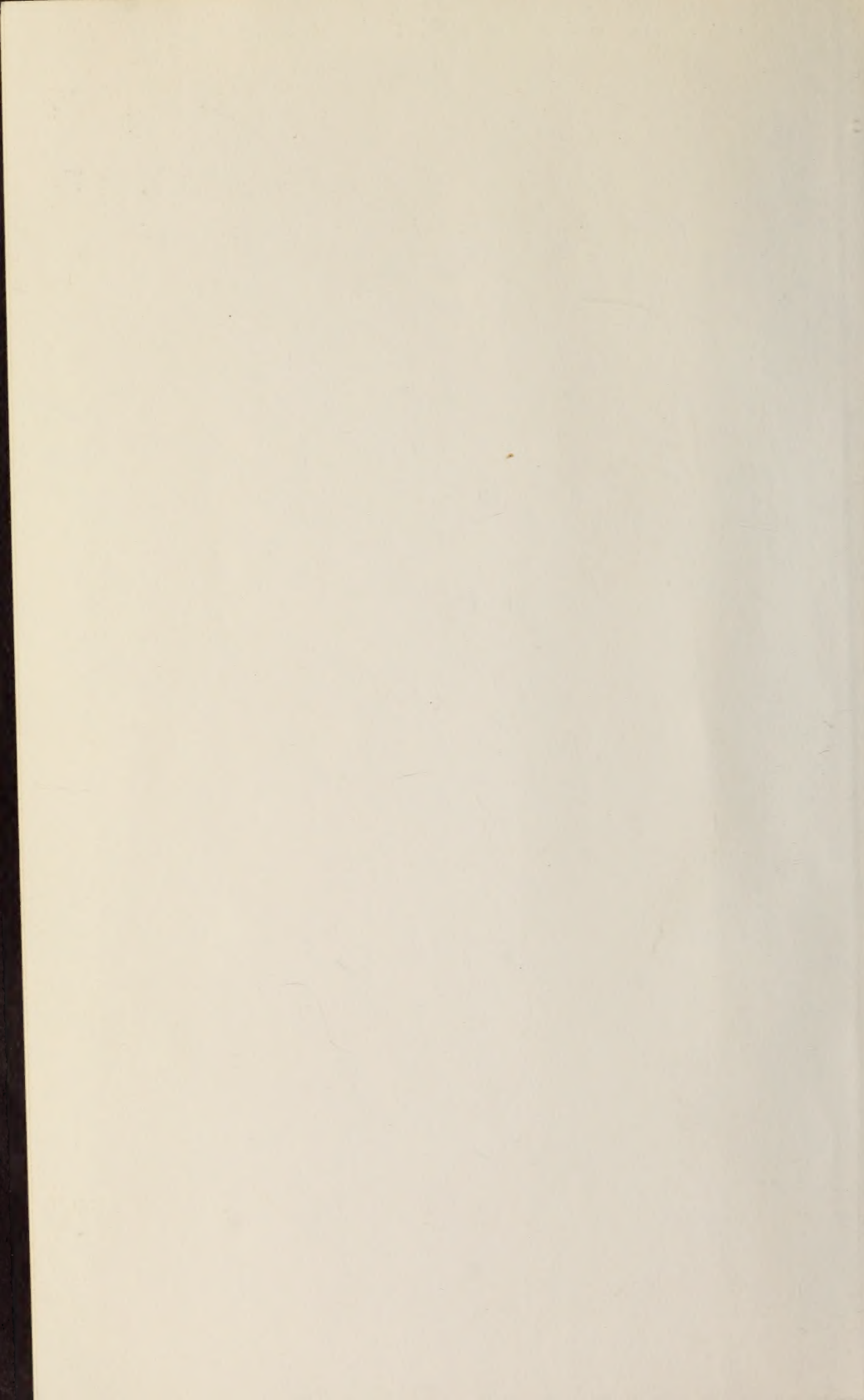


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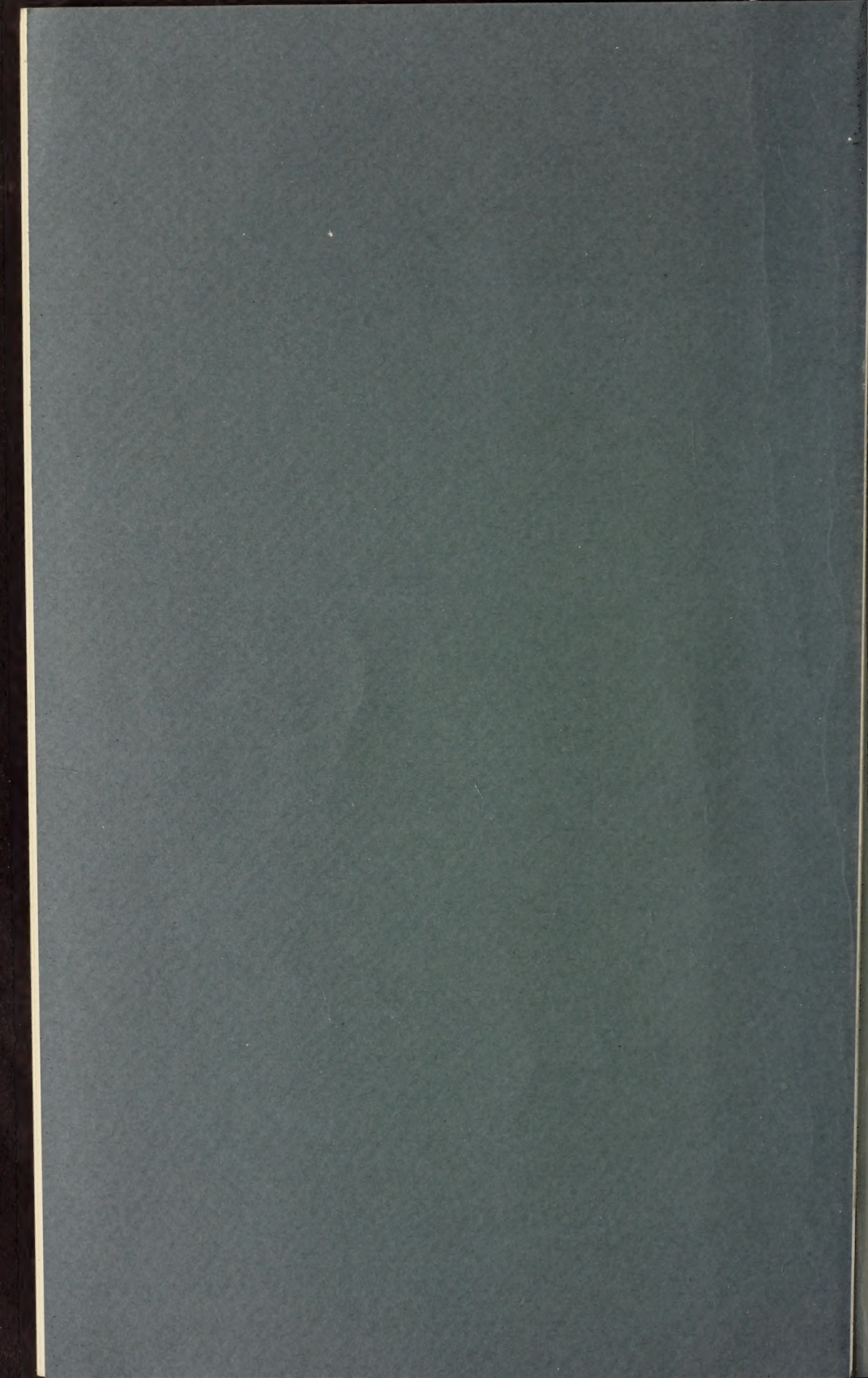






1971-1972
CATALOGUE

SMITH COLLEGE BULLETIN



SMITH COLLEGE NORTHAMPTON
MASSACHUSETTS

VISITORS

Visitors are always welcome at the College. Student guides, whose headquarters are College Hall 2, are available for conducting tours of the campus. Their services may be reserved in advance by application to the Board of Admission.

Candidates for admission and pre-college students are urged to secure appointments in advance with the Director or Associate Director of Admission and, if they are interested in scholarship and self-help opportunities, with the Director of Financial Aid.

Administrative offices in College Hall are open Monday through Friday from 8:30 A.M. to 4:30 P.M. At other times, including holidays, officers and staff are available only if an appointment is made in advance.

CORRESPONDENCE

Inquiries concerning Smith College may be made of the following officers and their staffs, either by mail, telephone, or by interview. The post office address is Northampton, Massachusetts 01060. The telephone number is (413) 584-2700.

ADMISSION OF STUDENTS: Mr David F. Lasher, *Director of Admission*

RESIDENCE & GENERAL WELFARE OF STUDENTS: Miss Cynthia Greenleaf, *Acting Dean of Students*

SCHOLARSHIPS, LOANS, & WORK: Mrs Linton H. Foster, *Director of Financial Aid*

GRADUATE STUDY & FELLOWSHIPS: Miss Helen Randall, *Director*

FOREIGN STUDENTS: Mrs Joan M. Bramwell, *Chairman of the Committee*

HEALTH OF STUDENTS: Dr Vera Joseph, *College Physician*

ACADEMIC STANDING:

Class of 1975, Mrs Joan M. Bramwell

Class of 1974, Mrs George Cohen

Classes of 1972 and 1973, Mrs Michael Olmsted, Assistant Dean

PAYMENT OF BILLS: Mr Robert L. Ellis, *Treasurer*

DEVELOPMENT: Mr Jett D. Thomas, *Director*

TRANSCRIPTS & RECORDS: Mrs Helen B. Bishop, *Registrar*

PUBLICATIONS & PUBLIC RELATIONS: Miss Mary E. McDougale, *Secretary of the College*

SCHOOL FOR SOCIAL WORK: Mr Kenneth H. McCartney, *Acting Dean*

ALUMNAE AFFAIRS: Mrs John Scott Stella, *Executive Director, Alumnae Association*

ALUMNAE REFERENCES: Miss Alice N. Davis, *Director of the Vocational Office*

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1971

1972

1973

JULY							JANUARY							JULY							JANUARY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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4	5	6	7	8	9	10	2	3	4	5	6	7	8	2	3	4	5	6	7	8	7	8	9	10	11	12	13
11	12	13	14	15	16	17	9	10	11	12	13	14	15	9	10	11	12	13	14	15	14	15	16	17	18	19	20
18	19	20	21	22	23	24	16	17	18	19	20	21	22	16	17	18	19	20	21	22	21	22	23	24	25	26	27
25	26	27	28	29	30	31	23	24	25	26	27	28	29	23	24	25	26	27	28	29	28	29	30	31			
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AUGUST							FEBRUARY							AUGUST							FEBRUARY						
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29	30	31					27	28	29					27	28	29	30	31			25	26	27	28			
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26	27	28	29	30			26	27	28	29	30	31		24	25	26	27	28	29	30	25	26	27	28	29	30	31
OCTOBER							APRIL							OCTOBER							APRIL						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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24	25	26	27	28	29	30	23	24	25	26	27	28	29	29	30	31					29	30					
31							30																				
NOVEMBER							MAY							NOVEMBER							MAY						
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28	29	30					28	29	30	31				26	27	28	29	30			27	28	29	30	31		
DECEMBER							JUNE							DECEMBER							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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5	6	7	8	9	10	11	4	5	6	7	8	9	10	3	4	5	6	7	8	9	3	4	5	6	7	8	9
12	13	14	15	16	17	18	11	12	13	14	15	16	17	10	11	12	13	14	15	16	10	11	12	13	14	15	16
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26	27	28	29	30	31		25	26	27	28	29	30		24	25	26	27	28	29	30	24	25	26	27	28	29	30
														31													

COLLEGE CALENDAR, 1971-72

FIRST SEMESTER

THURSDAY, SEPTEMBER 9, 7:00 P.M.	Freshman Class Meeting
SUNDAY, SEPTEMBER 12, 4:00 P.M.	Opening Convocation
MONDAY, SEPTEMBER 13, 8:40 A.M.	Classes begin
MOUNTAIN DAY (<i>holiday</i>)	To be announced by the President
FRIDAY, OCTOBER 15, 5:00 P.M. — WEDNESDAY, OCTOBER 20, 12:00 NOON	Autumn Recess
WEDNESDAY, NOVEMBER 24, 12:00 NOON — MONDAY, NOVEMBER 29, 8:40 A.M.	Thanksgiving Recess
WEDNESDAY, DECEMBER 1 — TUESDAY, DECEMBER 7	Course Registration for the Second Semester of 1971-72
SATURDAY, DECEMBER 18 AND SUNDAY, DECEMBER 19	Pre-examination Study
MONDAY, DECEMBER 20, — THURSDAY, DECEMBER 23, 12:00 NOON	First Semester Final Examinations
THURSDAY, DECEMBER 23, 12:00 NOON — MONDAY, JANUARY 10, 8:40 A.M.	Winter Recess

INTERTERM

MONDAY, JANUARY 10 — FRIDAY, JANUARY 28

SECOND SEMESTER

MONDAY, JANUARY 31, 8:40 A.M.	Classes begin
WEDNESDAY, FEBRUARY 23	Rally Day
FRIDAY, MARCH 24, 5:00 P.M. — WEDNESDAY, APRIL 5, 8:00 A.M.	Spring Recess
MONDAY, MAY 1, — FRIDAY, MAY 5	Course Registration for the First Semester of 1972-73
THURSDAY, MAY 11 — SUNDAY, MAY 14	Pre-examination Study
MONDAY, MAY 15 — THURSDAY, MAY 18	Final Examinations
SUNDAY, MAY 28	Commencement

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Explanation of marks before an individual's name:

†absent for the year

*absent for the first semester

**absent for the second semester

§Director of a Junior Year Abroad

¹appointed for the first semester

²appointed for the second semester

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CARMEN ANA SIERRA DE SUÁREZ-GALBÁN, M.A.	<i>Instructor in Hispanic Studies</i>
JANE ANDELMAN TAUBMAN, A.M.	<i>Instructor in Russian Language and Literature</i>
SUSAN KAY WALTNER, M.S.	<i>Instructor in Physical Education and in Theatre and Speech</i>
HOWARD BLAKELY WESCOTT, A.M.	<i>Instructor in Hispanic Studies</i>
MARGARET SKILES ZELLJADT, A.M.	<i>Instructor in German Language and Literature</i>

THOMAS ELDER, M.F.A.	<i>Instructor in Theatre and Speech</i>
KATHRYN FLYNN, M.S. IN PHY. ED.	<i>Instructor in Physical Education</i>
AMY KAISER, A.M.	<i>Instructor in Music</i>
GUY PAUL ROBERT MÉTRAUX, B.A.	<i>Instructor in Art</i>
JUDY TYNDALL, M.ED.	<i>Instructor in Physical Education</i>

LÂLE AKA BURK, PH.D.	<i>Postdoctoral Fellow in Chemistry</i>
JEAN CARL COHEN, PH.D.	<i>Research Associate in Psychology and Dean of the Class of 1974</i>
NANCY LOWRY, PH.D.	<i>Research Associate in Chemistry</i>
SANAT KUMER MAJUMDER, PH.D.	<i>Blakeslee Research Fellow in the Biological Sciences</i>
HAVIVA D. LANGENAUER, M.A.	<i>Blakeslee Research Assistant</i>
KRZYSTYNA HELENA JAWOROWSKA	<i>Assistant in Astronomy</i>
ELISABETH SCHOUVALOFF, A.B.	<i>Assistant in Russian Language and Literature</i>

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Teaching Fellow in the Biological Sciences

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Teaching Fellow in Physical Education

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Teaching Fellow in Education and Child Study

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Teaching Fellow in Education and Child Study

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Teaching Fellow in Physical Education

LAURA SUE TRACHTENBERG, B.S.

Teaching Fellow in the Biological Sciences

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RIC STELIGA, B.A.

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Graduate Assistant in Music

Graduate Assistant in Music

Graduate Assistant in Music

Fellow in Theatre

Fellow in Theatre

Fellow in Theatre

Fellow in Theatre

Fellow in Theatre

Fellow in Theatre

Fellow in Theatre

Fellow in Theatre

Fellow in Theatre

Fellow in Theatre

Fellow in Theatre

Fellow in Theatre

Fellow in Theatre

Fellow in Theatre

Fellow in Theatre

Fellow in Theatre

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Assistant Director

Assistant Director

Assistant Director

Assistant Director

Assistant to the Director

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*Assistant Dean and Adviser to the Classes
of 1972 and 1973*

Dean of the Class of 1974

Dean of the Class of 1975

Assistant to the Class Deans

Secretary to the Dean

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*Assistant to the Dean of Students and
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Albright House
Gardiner House
Elizabeth Drew and 8 Bedford Terrace
Cushing, Ellen Emerson, Martha Wilson,
and Morrow Houses
Morris and Lawrence Houses
Wilder and Comstock Houses
Tyler House
Talbot House
Jordan House
Sessions House and Sessions Annex
Chapin, Dewey, and Clark Houses
Dawes and Parsons Houses and
Parsons Annex
Mary Ellen Chase and Eleanor Duckett
Houses
Haven, Hopkins Group, and Wesley
Houses
Baldwin House
Park House, Park Annex, and
150 Elm Street
Washburn and Hubbard Houses
Lamont and Capen Houses
Northrop and Gillett Houses
Ziskind and Cutter Houses

Tenney House
Laura Scales House
Cutter House

Martha Wilson House

Lawrence House
Dewey House
Comstock House

Parsons House
Capen House

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JAMES TEAL

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Hubbard House

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Assistant Director

Assistant Director

Assistant to the Director

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Five College Coordinator

Assistant Coordinator for Five College

Academic Programs

Five College Deputy

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BETTY BAUM, M.S.S.
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KENNETH ANTHONY SMITH, M.P.H.

College Physician

Physician and Psychiatrist

Associate Physician

Associate Physician

Assistant Physician

Assistant Physician

Student Counselor

Associate Student Counselor

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and Safety*

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Director of Nursing

Laboratory Technician

X-ray Technician

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RUTH RICHASON RICHMOND, A.B.	<i>Assistant in Charge of Gifts and Exchanges</i>
MILDRED C. STRAKA, M.S.	<i>Head Cataloger</i>
SUSAN G. FENTIN, B.A.	<i>Curator of Slides, Department of Art</i>

Archives and The Sophia Smith Collection

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VIRGINIA CHRISTENSON, A.B.	<i>Acting Curator of the Sophia Smith Collection</i>
GRACE HOWES	<i>Assistant College Archivist</i>
FRANCES REED ROBINSON, A.B.	<i>Executive Secretary of The Friends of the Library</i>

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**CHARLES SCOTT CHETHAM, PH.D.	<i>Director</i>
² ELIZABETH MONGAN, A.B.	<i>Acting Director</i>
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CLARA S. SIMMONS, M.S.W.	<i>Director of Special Programs</i>
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Associate Systems Analyst

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JOSEPH FREELAND BRACKETT, B.S.

Superintendent of Buildings and Grounds
Resident Inspector of Construction

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RAYMOND J. PERRY
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Purchasing Agent
Assistant Purchasing Agent
Assistant Purchasing Agent
Assistant to the Purchasing Agent
Director of Food Services
Head Dietitian
Executive Housekeeper
College Electronics Technician
Superintendent of the Laundry
Manager of Central Services

Office of the Controller

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ANTHONY M. SYMANSKI, B.S.
MELVIN BLACK
WILLIAM SHEEHAN, B.B.A.

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Chief Accountant
Accounting Supervisor
Investment Accountant

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KEW DIP.

Director of the Botanical Gardens

Office of Personnel Services

JACK WILLIAM SIMPKIN, B.S.
EDWARD W. HENNESSY, A.B.

Director of Personnel Services
Employment Manager

Office of Rental Properties

A. VINCENT ERIKSON, B.S.

Manager of Rental Properties

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ELIZABETH TAYLOR, A.B.	<i>Assistant Director</i>

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KENT LEWIS, M.A.	<i>Assistant Director</i>
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MARGARET SUSAN BRADLEY, B.A.	<i>Upper School French</i>
JANICE RAE BROWN, ED.M.	<i>Lower School Group II</i>
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ELIZABETH H. CUMBLER, B.A.	<i>Preschool</i>
DORIS FRENCH DORSCH, ED.M.	<i>Lower School Group IV</i>
EILEEN KATHLEEN EDELBERG, M.D.	<i>Physician</i>
JOHN LUCIFER FORTIER, B.S.	<i>Upper School Science</i>
CLAIRE MALI FORTIER, A.M.	<i>Lower School French</i>
F. COURTLANDT R. GILMOUR, PH.D.	<i>Upper School English</i>
EVALYN GEILICH GLICKMAN, ED.M.	<i>Preschool</i>
MARION LIPPINCOTT HARWARD, A.B.	<i>Lower School Group III</i>
WILLIAM ILSON, A.M.	<i>Art</i>
ELSIE HARRIET KOESTER, A.M.	<i>Lower School Group I</i>
SHAUNEEN SULLIVAN KROLL, A.B.	<i>Preschool</i>
MADLINE SMITH LITTLEFIELD, ED.M.	<i>Preschool</i>
MURIEL ANNETTE LOGAN, ED.M.	<i>Physical Education</i>
JEAN BAUM MAIR, B.A.	<i>Librarian</i>
MARGARET HICKEY MCCARTHY, ED.M.	<i>Lower School Group V</i>
MARGARET MILLER PEASE, A.M.	<i>Latin</i>
ROBERT GEORGE PETERS, M.A.	<i>Upper School Social Studies</i>
STEPHANIE SCHAMESS, M.S.ED.	<i>Preschool</i>
FLORENCE DUVALL SMITH, A.M.	<i>Instrumental Music</i>

STANDING COMMITTEES, 1971-72

ADMINISTRATIVE BOARD

The Dean (*Chairman*), the Acting Dean of Students, the Assistant Dean, the Class Deans, the Registrar, the College Physician, Mr Derr, Mr Nenner, Mr Pufall.

AID TO FACULTY SCHOLARSHIP (*elected*)

The Dean (*Chairman*), the President, the Assistant to the President, Mr Hellman (1972), Mr Burger (1973), Mrs von Klemperer (1974), Miss Afferica (1975).

BOARD OF ADMISSION

The President (*Chairman*), the Dean, the Director of Admission, the Associate Director of Admission, the Acting Dean of Students, the Freshman Class Dean, the incoming Freshman Class Dean, Mr. Fayen, Miss Fitzpatrick, Mr. Glazer, Mr Lowry, Mr Morris-Hale, Mrs Senechal, Miss Stahl.

COMMITTEES (*elected*)

The President (*Chairman*), the Dean, **Mr Dahlberg (1972), †Mr Allen Weinstein (1972), Miss Auerswald (1973), Mr Lowry (1973). Substitute for the year: Mr Overstreet. Substitute for the second semester: Mr Cavitch. The expanded Committee includes, in addition, the President of the Student Government Association and three other student members.

EDUCATIONAL POLICY (*elected*)

The Dean (*Chairman*), the President, Mrs Dickinson (1972), Mr Harward (1972), Mr Haddad (1972), Mr von Klemperer (1973), †Mr Rothman (1973), Miss Horner (1973), Mr Rowe (1974), Miss Afferica (1974), Miss Weed (1974). Substitute for the first semester: Mr Wilson. Substitute for the second semester: Mr Derr.

FACULTY CONFERENCE (*elected*)

Mr Rowe (*Chairman*), (1972), Miss Horner (1973), **Mr MacDonald (1974), Mr Kiteley (1975), Mr Haddad (1976). Substitute for the second semester: Mr Ellis.

FACULTY OFFICES

Mr Doland (*Chairman*), Mr Flower, Mrs Schroeder.

FACULTY PLANNING

Mr Averitt (*Chairman*) (1973), †Mr. Aaron (1972), Mrs Volkmann (1972), Miss Bozone (1973), Mr Hellman (1973), Mrs Lehmann (1974). Substitute for the year: Mr Mitchell.

*Absent for the first semester

**Absent for the second semester

†Absent for the year

COMMITTEES

FINANCIAL AID

The President (*Chairman*), the Dean, the Acting Dean of Students, the Director of Financial Aid, the Treasurer, Mr Fleck, Mr Morris-Hale, Miss Pandiri.

FOREIGN STUDENTS

Mrs Bramwell (*Chairman*), Mr Banerjee, Miss Clemente, Mrs Davis, Mrs Foster, Mr Hudson, Mrs Ryan, Miss Seitter.

GRADUATE STUDY

Miss Randall (*Chairman*), the President, Mrs Bramwell, Mr Evans, Mr Fink, Miss Fitch, Mr Leonard, Miss Mott, Mr Soffer.

HONORARY DEGREES

Mr Sessions (*Chairman*) (1972), †Miss Kenyon (1973), Miss Seitter (1974), and three student members. Substitute for the year: Mr Petersson.

HONORS AND INDEPENDENT PROGRAMS

Mr Burger (*Chairman*), the President, the Dean, the Assistant Dean, Mr Burk, Mr Elkins, **Mrs Hoyt, Mr Offner, Miss Shook. Substitute for the second semester: Miss Bourque.

JUNIPER LODGE

Dr Joseph (*Chairman*), Miss Baum, Mr Zelljadt.

LECTURES

Mr Overstreet (*Chairman*), Mr Connelly, Mrs Edds, Mr Goldstein, Mr Pickrel, Miss Searing, the Secretary of the College, and five student members.

LIBRARY

Mr Leo Weinstein (*Chairman*), the Librarian, Mr Harris, Mr Joseph, Mr Lawson, Mr Miller, Mr Skulsky, Mr White, and three student members.

MARSHALS

Miss Randall, Mr Schumann (College Marshals), Miss Benson, Miss Fitch, Mr Judson, Mr McCartney, Miss Navarro, Mr Stenson.

MOTION PICTURES

**Mr George Cohen (*Chairman*), Mrs Adams, Mr Berkman, Mr Harris, Mrs Portuges, Miss Merryn Rutledge '72, Miss Carmen Valenzuela '72, Miss Janet Borden '73, Miss Carol Russell '73. Substitute for the second semester: Mrs Dinale. Secretary: Mrs Schimmel.

REGISTRATION OF STUDENTS

Miss Newhof (*Chairman*), Miss Benson, Miss Clute, and two student members.

SCIENCE ADVISORY

Mr Sherk (*Chairman*), Mr David Cohen, Mr de Villafranca, Mrs Teghtsoonian, Miss Waggoner.

SOCIAL RESPONSIBILITY

Mrs Simmons (*Chairman*), Mr Childs, Mrs Darity, Mr Ducharme, Dr Joseph, Rabbi Lander, Miss Pinkus, Mr Robinson, Mr Unsworth, and three student members.

STUDENT AFFAIRS

The President (*Chairman*), the Dean, the Acting Dean of Students, Mr Dimock, Miss Greene, Mrs von Klemperer; President of the Student Government Association, Miss Margaret Clark '73; Chairman of House Presidents, Miss Janet Josephs '73; Representatives of three upper classes: Miss Susan Sargent '72, Miss Karen Kaplan '73, Miss Wendy Cole '74.

STUDY ABROAD

The Dean (*Chairman*), the President, the Assistant Dean, the chairmen of the Departments of Art, French, German, Government, Hispanic Studies, History, and Italian, the Treasurer, the Secretary of the Smith College Junior Year Abroad.

TENURE AND PROMOTION (*elected*)

The President (*Chairman*), the Dean, Mr de Villafranca (1972), Mr Dimock (1973), †Miss Kenyon (1974), Mr Gotwals (1975), Mr Harward (1976). Substitute for the year: Mr Rose.

CHAIRMEN OF ACADEMIC DIVISIONS

DIVISION I: THE HUMANITIES: Mrs Kelley

DIVISION II: THE SOCIAL SCIENCES AND HISTORY: Mr Rose

DIVISION III: THE NATURAL SCIENCES AND MATHEMATICS: Mr Fleck

HISTORY OF SMITH COLLEGE

Smith College began in the conscience of a New England woman. The sum of money with which the first land was bought, the first buildings erected, and the foundations of the endowment laid was the bequest of Sophia Smith who, finding herself at the age of sixty-five the sole inheritor of a large fortune, left it for the founding of a college for women because after much perplexity, deliberation, and advice, she had concluded that in this way she could best fulfill a moral obligation

The advice had its inception in the mind of a New England minister. From John Morton Greene, Sophia Smith received suggestions which she pondered and discussed, and from among which she finally accepted that which we must acclaim as the wisest and most beneficent. The idea that Mr. Greene presented and Sophia Smith adopted is clearly expressed in a passage in Sophia Smith's will that must be regarded as their joint production, drafted by him, amended and approved by her. The language is as follows:

I hereby make the following provisions for the establishment and maintenance of an Institution for the higher education of young women, with the design to furnish for my own sex means and facilities for education equal to those which are afforded now in our Colleges to young men.

It is my opinion that by the higher and more thorough Christian education of women, what are called their "wrongs" will be redressed, their wages adjusted, their weight of influence in reforming the evils of society will be greatly increased, as teachers, as writers, as mothers, as members of society, their power for good will be incalculably enlarged.

Later, after enumerating the subjects which still form a vital part of the curriculum of the College, she adds: "And in such other studies as coming times may develop or demand for the education of women and the progress of the race, I would have the education suited to the mental and physical wants of woman. It is not my design to render my sex any the less feminine, but to develop as fully as may be the powers of womanhood, and furnish women with the means of usefulness, happiness and honor, now withheld from them." She further directed that "without giving preference to any sect or denomination, all the education and all the discipline shall be pervaded by the Spirit of Evangelical Christian Religion."

When one considers what would today be regarded as the somewhat narrow and puritanical type of culture in which the authors of these sentences were living, one cannot fail to be impressed by their wisdom, liberality, and farsightedness. The general terms in which the purposes of women's education are defined are perfectly valid today. Provision is made for change of outlook and development in the scope of education. While the fundamentally religious interest of the founder is stressed, the College is kept clear of entanglement with institutional Christianity.

HISTORY OF SMITH COLLEGE

I

It is one thing to state an ideal and give a commission, it is another to carry them out. Laenus Clark Seelye in 1873 undertook the presidency of the new college, and in 1875 Smith College was opened with fourteen students. His inaugural address laid down the main lines of educational policy on which the new college was to run, and again it is amazing to note how little these have to be modified to describe the College of today. There is the same high standard of admission, matching that of the best colleges for men, the same breadth in the curriculum, the same interest in literature, art, music, and what are now classed as the natural and social sciences. What we are less likely to note is the faith needed to establish these standards and to stick to them in an atmosphere of skepticism and ridicule.

For thirty-five years President Seelye carried the College forward. Its assets grew from the original bequest of about \$400,000 to over \$3,000,000; its faculty from half a dozen to one hundred twenty-two; its student body from fourteen to 1635; its buildings from three to thirty-five. These figures are a testimony to his remarkable financial and administrative ability, yet they are chiefly important as symbols of a greater achievement. With few educational theories—none of them revolutionary—he had set going a process for the molding of the minds and spirits of young women, had supervised the process for a generation, and had stamped upon several thousand graduates the mark of his own ideals and his own integrity.

II

It is hard to follow the king, and the problem which faced President Seelye's successor was no easy one. The growth of the College had acquired a strong momentum, and numbers increased of themselves; Marion Le Roy Burton's task was to perfect the organization for taking care of these numbers. This meant the modernizing of the business methods of the administration, the improvement of the ratio of instructors to students, the raising of salaries to retain and improve the staff, the providing of more adequate equipment, and the revision of the curriculum. The seven years of his service saw the further growth of the College to over 1900 students, the increase of its assets by over \$1,000,000, and substantial progress in educational efficiency. The business reorganization was well begun when in 1917 President Burton accepted the presidency of the University of Minnesota.

III

Now one of the largest women's colleges in the world, Smith College faced problems which it shared with both colleges and universities. President William Allan Neilson set about to develop all the advantages which only a large institution can offer, and at the same time to avoid any disadvantages which might be inherent in the size of the institution. While the number of instructors was constantly increased, the number of students was held to approximately two thousand. With the construction of further dormitories, each one of them housing sixty or seventy students

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in accordance with the original "cottage plan" of the founders, it became possible for all students to live "on campus." An expanded administrative system provided a separate Dean for each college class, a staff of five resident physicians, and a Director of Vocational Guidance and Placement. In addition, the curriculum was revised under President Neilson's guidance in order to provide a pattern still familiar in institutions throughout the country: a broad general foundation in various fields of knowledge followed by a more intensive study of a major subject.

There were other innovations. The School for Social Work resulted from a suggestion that the College give training in psychiatric social work and thus serve in the rehabilitation of veterans of World War I. The Smith College Day School and the Elisabeth Morrow Morgan Nursery School gave students in education a field for observation and practice teaching. The Junior Years Abroad, Special Honors programs, and interdepartmental majors in science, landscape architecture, and theatre added variety and excitement to the course of study.

Yet the great contribution of President Neilson's long administration did not lie in any of these achievements or in their sum. In his time Smith College came to be recognized in America and abroad not only as a reputable member of the academic community but as one of the leading colleges of this country, whether for men or women. Its position in the front rank was established. Its size, its vigor, the distinction of its faculty, and the ability of its alumnae were factors in this recognition; but a certain statesmanlike quality in its President had much to do with bringing it to the fore whenever academic problems were under discussion. Wherever Mr. Neilson went, his ability to penetrate to the heart of a question helped to clarify thinking, dissipate prejudice, and foster agreement; and the College rose with him in the estimation of the educational world and of the country.

IV

The fourth administration of Smith College began, like the third, in a time of international conflict, under the cloud of wars and rumors of wars. President Neilson retired at the end of the academic year 1938-39; during the interregnum Elizabeth Cutter Morrow served her college as Acting President and earned its deep gratitude. At the opening of the year 1940-41, President Herbert Davis, formerly Professor of English at the University of Toronto and at Cornell University, took office.

The college went into year-round session in order to allow for acceleration on an optional basis; members of the faculty and staff were called into many fields of government service. The Navy Department invited Smith College to provide facilities for the first Officers' Training Unit of the Women's Reserve, and between August, 1942, and the closing of the school in January, 1945, more than ninety-five hundred women received their commissions.

After the war, the College returned to its regular calendar, and a revised curriculum proposed by a Faculty Committee was adopted. Much-needed building projects were carried out. Among them was a new heating plant and the establishment

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of a student recreation hall which, at the request of the students, was named Davis Center in honor of their president, shortly before he left in June, 1949 to accept a post at Oxford University.

V

The anniversary year 1949-50 opened under President Benjamin Fletcher Wright, formerly Professor of Government at Harvard University and Chairman of that University's Committee on General Education. The Inauguration of the President and the Convocation in honor of the seventy-fifth year, held jointly on the 19th and 20th of October, were marked in word and spirit by recognition not only of the brilliant record of the past but of a great responsibility toward the future. "Our legacy is not narrow and confining," said Mr. Wright. "The founders of this College faced their own times with courage, and they had confidence that later generations would advance their work. We shall be faithful to that trust only if we carry on our heritage in their spirit." At the end of the year this confidence was notably demonstrated in the successful completion of the Seven Million Dollar Fund representing four years of devoted effort on the part of alumnae, students, and friends of the College.

Among the achievements of President Wright's administration were the introduction of interdepartmental courses and the expansion of the honors program. In spite of increasing financial burdens the economic situation of the College was improved, faculty salaries were increased, and the College received a large gift to be used for a new faculty office and class room building to be named in the President's honor. After ten years in office, Mr. Wright resigned in order to resume teaching and research in the field of constitutional law.

VI

The sixth administration of the College was assumed in the fall of 1959 by Professor Thomas Corwin Mendenhall, who came to Smith College from the Department of History at Yale University where his most recent administrative posts had been Master of Berkeley College and Director of the Master of Arts in Teaching Program.

In President Mendenhall's administration, the curriculum has once again been re-examined and revised to adjust it to the changing needs of an increasingly well-prepared student body. Emphasis has been placed on the interests and capacities of the individual student. Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts have broadened their previously established Five College Cooperation to make available to their students and faculties a variety of jointly sponsored facilities and opportunities (see p. 52). The William Allan Neilson Library has been expanded and renovated; the newly constructed Clark Science Center now provides the College with modern facilities for teaching and research in the sciences; and a Center for the Performing Arts unites a new theatre and studios for work in theatrical production and the dance with the Werner Josten Library of the adjoining Department of Music.

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The growth of Smith College is evident enough in the contrast between the small beginnings and the present achievement: between the original corner lot of thirteen acres and a campus of 400 acres, including the astronomy observatory site in Whately; between Sophia Smith's legacy of \$400,000 and total assets of \$115,294,668, between the first class of fourteen and the 1970-71 enrollment of 2,756; between the eleven graduates of 1879 and an alumnae roster of 34,933. Expansion has meant no change in the ideals set for the College by the founders and carried on by all the great company who have loved and worked for Smith College. By putting quality first, by coveting the best, by cherishing the values for which the College has always stood, those who serve it now are united in devotion and in commitment with all who have served it in the past. It is this corporate loyalty which has always been, and will continue to be, the abiding strength of Smith College.

THE WILLIAM ALLAN NEILSON CHAIR OF RESEARCH

The William Allan Neilson Professorship, commemorating President Neilson's profound concern for scholarship and research, has been held by the following distinguished scholars:

KURT KOFFKA, PH.D. *Psychology*. 1927-32.

G. ANTONIO BORGES, PH.D. *Comparative Literature*. 1932-35.

SIR HERBERT J. C. GRIERSON, M.A., LL.D., LITT.D. *English*. Second semester, 1937-38.

ALFRED EINSTEIN, DR. PHIL. *Music*. First semester, 1939-40; 1949-50.

GEORGE EDWARD MOORE, D.LITT., LL.D. *Philosophy*. First semester, 1940-41.

KARL KELCHNER DARROW, PH.D. *Physics*. Second semester, 1940-41.

CARL LOTUS BECKER, PH.D., LITT.D. *History*. Second semester, 1941-42.

ALBERT F. BLAKESLEE, PH.D., SC.D. (HON.) *Botany*. 1942-43.

EDGAR WIND, PH.D. *Art*. 1944-48.

DAVID NICHOL SMITH, M.A., D.LITT. (HON.), LL.D. *English*. First semester, 1946-47.

DAVID MITRANY, PH.D., D.SC. *International Relations*. Second semester, 1950-51.

PIETER GEYL, LITT.D. *History*. Second semester, 1951-52.

WYSTAN HUGH AUDEN, B.A. *English*. Second semester, 1952-53.

ALFRED KAZIN, M.A. *English*. 1954-55.

HARLOW SHAPLEY, PH.D., LL.D., SC.D., LITT.D., DR. (HON.) *Astronomy*. First semester, 1956-57.

PHILIP ELLIS WHEELWRIGHT, PH.D. *Philosophy*. Second semester, 1957-58.

KARL LEHMANN, PH.D. *Art*. Second semester, 1958-59.

ALVIN HARVEY HANSEN, PH.D., LL.D. *Economics*. Second semester, 1959-60.

PHILIPPE EMMANUEL LE CORBEILLER, DR.-ÈS-SC. A.M. (HON.) *Physics*. First semester, 1960-61.

EUDORA WELTY, B.A., LITT.D. *English*. Second semester, 1961-62.

DÉNES BARTHA, PH.D. *Music*. Second semester, 1963-64.

DIETRICH GERHARD, PH.D. *History*. First semester, 1967-68.

LOUIS FREDERICK FIESER, PH.D., SC.D. (HON.), D.PHARM. (HON.) *Chemistry*. Second semester, 1967-68.

WOLFGANG STECHOW, DR. PHIL., L.H.D., D.F.A. (HON.). *Art*. Second semester, 1968-69.

ROBERT A. NISBET, PH.D. *Sociology and Anthropology*. First semester, 1971-72.

ADMISSION OF UNDERGRADUATES

SELECTION OF CANDIDATES

Smith College seeks a Freshman Class of able, motivated students from a wide variety of backgrounds. To ensure this diversity, the College allocates a substantial amount of its resources to financial aid to students of limited means but high academic and personal promise. Approximately one third of the undergraduates at Smith receive some form of financial aid. A student who wants the opportunity of an education at Smith College and believes she can meet the admissions requirements of the College should apply for admission, and if financial assistance will make it possible for her to attend she should not hesitate to ask for consideration for financial aid. (See page 230 for information about scholarships, loans, and part-time employment.)

The Board of Admission meets during March and April each year to evaluate the records of applicants, who are notified of its decisions on the third Saturday in April. Students are selected who give evidence of possessing the particular qualities of mind and purpose which an education in the liberal arts requires and whose personal qualifications indicate that they will be responsible and contributing members of the community. Both past achievement and capacity for intellectual development are considered in this evaluation.

The Board's estimate of the student's ability, motivation, and maturity is not based on a theoretical formula for success, but on a careful and thorough review of all of the candidate's credentials. These include her secondary school record and rank in class, the recommendations from her school, the results of the College Board Scholastic Aptitude and Achievement Tests, and other available information. There are no admission quotas of any kind nor is there an arbitrary limit to the number who will be accepted from any one school or geographical area.

Although an interview at the College is not required, it is strongly recommended. It provides an opportunity for the candidate to become better acquainted with the College and to exchange information with a member of the interviewing staff. Students living within a reasonable distance from Northampton should make arrangements for an appointment in the office of the Board of Admission early in their senior year.

The Director of Admission welcomes correspondence with interested candidates, their parents, and school advisers.

SECONDARY SCHOOL PREPARATION

In planning her high school program, a candidate should consider the ways in which her choices will affect her achievement in college. She is encouraged to take the most intellectually stimulating program she can handle successfully. Course requirements for entrance are flexible. The recommended course of study includes at least four academic subjects each year in grades 9 through 12. A candidate is advised to take, in addition to four years of English composition and literature, a

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minimum of three years in one foreign language or two years each in two languages (no credit can be given for only one year of a language), three years of mathematics, one year of laboratory science, and two years of history. Beyond meeting basic *minimum* requirements, each candidate is expected to pursue in more depth the courses which are of greatest interest to her. The College is aware of the variation among school curricula and is willing to give careful consideration to students whose programs differ from the normal program of college preparation.

The incoming class is selected without emphasis on particular areas of study. However, the Board of Admission is always interested in candidates who have achieved good overall records and have demonstrated marked ability or talent in a specialized field.

APPLICATION FOR ADMISSION

An applicant for admission registers by submitting an application card which the Board of Admission furnishes upon request and by paying a registration fee of \$15 which is not refundable. Although the date of application is not considered in the selection of candidates, the assignment of rooms in college houses is made in the order of the date of application for admission. Applications must be received not later than January 1 in the year of entrance.

ENTRANCE TESTS

Smith College requires the Scholastic Aptitude Test and a minimum of three Achievement Tests, one of which must be in English Composition. The other two tests may be selected from any fields in which the candidate wishes to demonstrate proficiency.

Students are advised to take the Scholastic Aptitude Test in the junior year, and most candidates will wish to take it again in the senior year. It is also recommended that they take the English Composition Test and two other Achievement Tests in the junior year for advisory purposes or for possible use in an Early Decision application. Many students will find it advantageous to take additional Achievement Tests in December or January of the senior year. Results from tests taken in March in the senior year are received too late to be of use in the admission process and are therefore unacceptable.

Candidates should apply to take the College Board examinations by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540. (Residents of western North America, Mexico, Australia, Pacific Islands, Japan, and Formosa should apply to the College Entrance Examination Board, Box 1025, Berkeley, California 94701). Applications and fees should reach the proper office at least one month before the date on which the tests are to be taken. It is the student's responsibility, in consultation with her school, to decide which tests and test dates are ap-

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propriate in the light of her program. It is also her responsibility to request the College Entrance Examination Board to send to Smith College the results of all tests taken.

EARLY DECISION PLAN

Candidates who have strong qualifications and have applied only to Smith College may request consideration of their applications at the fall meetings of the Board of Admission. Students should not apply under this plan unless they have the approval of their school principal or guidance counselor. These applications must be made by November 1 of the senior year, and candidates will be notified of the Board's decision by December 1. Decisions are based upon the same general criteria as at the spring meetings, except that the records considered reflect only three years of work. The Scholastic Aptitude Test and, if possible, three Achievement Tests should be taken before the senior year. However, candidates who have not fulfilled all of the Achievement Tests requirement may apply with the understanding that they will complete the rest of the requirements in the senior year.

Early decision candidates who wish to have an interview should do so before November 1.

Candidates interested in this plan should write to the Board of Admission if additional information would be helpful.

ADVANCED PLACEMENT PROGRAM

Smith College participates in the Advanced Placement Program which is administered by the College Entrance Examination Board. Four hours of college credit are granted for each score of 4 and 5 on an Advanced Placement examination.

FOREIGN STUDENTS

The College is interested in admitting qualified foreign students. Applicants are advised to communicate with the Director of Admission well in advance of their proposed entrance. They should include in their initial letter detailed information about their total academic background.

ADMISSION WITH ADVANCED STANDING

Each year the College admits a small number of sophomores and juniors by transfer from other institutions. Candidates for admission with advanced standing are judged on the following criteria: school and college records and recommendations, and results achieved on the Scholastic Aptitude Test. Their college programs should correlate with the general college requirements given on pages 48-50 of this cata-

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logue. With the request for the application form, students should include a detailed statement of their previous educational experience and their reasons for wishing to transfer. To be eligible to apply, a student is expected to have a strong academic record and be in good standing at the institution she is attending.

Application for admission in January should be made by December 1 and for September entrance by February 15.

Successful candidates are given credit without examination for acceptable work taken at another college. Shortages incurred when previous work is not accepted for the Smith College degree may be removed by carrying a course above the minimum or taking work in an approved summer school. During their first semester in residence advanced standing students may not elect more than four and a half courses without permission of the Administrative Board. Candidates for the degree of Bachelor of Arts are required to spend at least two years in residence at Smith College.

READMISSION

A student who has withdrawn from college may apply to the Administrative Board for readmission. Application for readmission in September should be sent to the Registrar before March 1; for readmission in February before December 1.

In general, students who have withdrawn from college at the end of the first semester will be permitted to return only at the beginning of the second semester of a subsequent year.

NON-MATRICULATED STUDENTS

Qualified persons beyond the normal undergraduate age may be admitted to courses of study or to supervised research with the approval of the Registrar and the instructor concerned. Auditors must obtain the permission of the Registrar and of the instructor of the course. (See pages 228-229 for fees.)

THE CURRICULUM

The curriculum and faculty of the College form an almost inseparable entity which, along with able students, constitute the essence of the College. All of these elements of the College are continuously changing. But though we revise, but though we change the curriculum of the College, we continue to believe in the importance of a liberal arts education. We continue to believe that to achieve the goals of a liberal arts education each student should study courses in

Literature, either in English or in another language, because it is one of the major forms of aesthetic expression, and because it contributes to our understanding of human experience, and plays a central role in the development of culture; Historical studies, either in history or historically oriented courses in art, music, religion, philosophy and theatre, because they provide a perspective on the development of human society and culture and detach us from the parochialism of the present;

Social science, because it offers a systematic and critical inquiry into human nature, social institutions, and man's relations with his fellows;

Natural science, because of its methods, its contribution to our understanding of the world around us, and its significance in modern culture;

Mathematics and analytic philosophy, because they foster an understanding of the nature and uses of formal, rational thought;

The arts, because they constitute some of the media through which man has sought, through the ages, to express his deepest feelings and values; and

A foreign language, because it can emancipate one from the limits of one's own tongue, provide access to another culture, and make possible communication outside one's own society.

We think that, by laying such a foundation in the major fields of knowledge, a student can best prepare for her particular future.

The diversity of student interests, aptitudes and backgrounds, the range and variety of the curriculum, and the rapidity of change in knowledge and ways of learning make it difficult, if not impossible, to prescribe a detailed and complete course of study which would implement these goals and be appropriate for every student. The statement of the requirements for the degree are therefore quite general and allow much flexibility in the design of a course of study leading to the degree.

The requirements for the degree of Bachelor of Arts from Smith College are the completion to a specified standard of 32 semester courses of academic work (128 semester hours) as well as 6 trimester courses in Physical Education, and the successful completion of the requirements of a major field of study, including an examination of competence in that major field. (The examination in some major fields is in the form of a written and/or oral examination, in others a paper, in others a project.) For graduation the standard of performance is a cumulative average of at least C in

all academic work and an average of C or better in the senior year. Candidates for the degree from Smith College must have completed at least two years of academic work, one of which must be either the junior year or the senior year, in residence at Smith College. (Normally, the work of both the junior and senior years is done in residence at Smith College. The work of the senior year may be undertaken elsewhere only for strong academic or personal reasons.)

A student's program is divided into two chief parts: a required number of regular semester courses in a departmental or interdepartmental major (a minimum of nine and a maximum of twelve courses) and sixteen semester courses taken outside the major. The remainder of the program, normally some three to seven semester courses, may be elected at the student's discretion inside or outside the major.

Major programs are prescribed by the departments and are offered in all departments except Physical Education. There are, in addition, interdepartmental majors in American Studies, Ancient Studies, Biochemistry, and Comparative Literature.

In the sophomore year, each student must select a major field; she may make this decision in the fall of that year if she chooses to do so, and must make it by the spring. When a student enters upon her major, she comes under the direction of an adviser in that major field and obtains the approval of that adviser for her program, including a tentative specification of the competence examination, paper or project that she proposes to take in her major, and the time at which she will undertake it.

Under special circumstances, a student may design and undertake an interdepartmental major sponsored by at least two departments and approved by the Committee on Educational Policy, or she may take a double major, *i.e.*, two departmental majors, if permission is granted by the departments concerned and the Committee on Educational Policy.

The basic program for the degree consists of a four-year or eight-semester program at Smith College, four courses being elected each semester. There are many variations upon this basic program, each designed to meet the various needs of students.

Though the normal program for a semester consists of four courses, a student may take an extra course any semester. Such an extra course may be taken for the regular letter grade or, at the option of the student, be graded Distinction, Pass, Fail. If the latter option is taken, it must be indicated by the student at the time of registration for the course and the course, though recorded on the student's transcript, will not count toward the 32 required for the degree. Or, after the freshman year, the student may take one less course in a semester as long as each semester program including only three courses is balanced by five full courses in a previous or an immediately following semester. (In considering the possibility of taking three courses

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a student should remember the basic college requirement that a student may not enter the senior year with less than 96 semester hours of academic courses satisfactorily completed.)

It is possible for students having a cumulative average of B to complete the requirements for the degree in three or three and one-half years. Proposals for acceleration will be considered primarily on the basis of academic merit. Normally, no more than twelve semester hours of work taken in summer school may be counted toward the degree, no more than one year's credit toward the degree may be achieved through a combination of Advanced Placement and summer school credit, and the residence requirement must be met. Requests to the Administrative Board for acceleration must be filed with the student's Class Dean no later than two full semesters before the accelerated date of graduation.

A student in good standing who wishes to interrupt her college program to work, or to attend another academic institution, or for personal reasons may be granted a leave of absence from the College for the first semester or for a full academic year. Further details concerning arrangements for a leave of absence can be found in the Smith College Handbook.

Many ways are available to the student who would find it educationally sound to carry out a course or program of academic work not provided for in the variety of course offerings and major programs already described.

DEPARTMENTAL HONORS PROGRAM

The Departmental Honors Program allows a student of strong academic background to work with greater independence and in greater depth in the field of her major. The program allows for flexibility in the planning and execution of the work of the major and at the same time gives recognition to students who do work of good quality in the preparation of a long paper as well as in their courses and seminars.

A student is eligible to enter the Departmental Honors Program at the earliest during the second semester of the sophomore year and at the latest during the first semester of the senior year. A student to be admitted to the program should be able to provide evidence of a strong academic background and the ability to work effectively with the greater independence and at the greater depth that is expected in the program.

An individual department may specify additional conditions for entrance to its honors program. A student should discuss these conditions with the department's Director of Honors before applying. The requirements for completion of each department's honors program are stated at the end of the department's course listings.

Admission to the program is granted by the Committee on Honors and Independ-

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ent Programs. A student's petition for admission should be presented in writing to the department's Director of Honors, who will forward the petition to the Committee on Honors and Independent Programs along with a written statement giving permission of that department for the student to enter its honors program.

SMITH SCHOLARS PROGRAM

The Smith Scholars Program provides a framework within which highly motivated and talented students are allowed to spend one or two years working on projects of their own devising, freed in varying degrees from normal college requirements. Though highly selective, the program is aimed at a wide variety of students: those who are unusually creative, those who are unusually well prepared to do independent work in a particular academic discipline, those who are committed to either a subject matter or an approach that cuts across conventional disciplines, and those who have the ability to translate experience gained in work done outside the College into academic terms.

A student may apply to be admitted to the program at any time after the first semester of her sophomore year. She will submit to the Committee on Honors and Independent Programs a statement of her program and project, an evaluation of her proposal and of her capacity to complete it from the faculty member or members who will advise her, and two supporting recommendations from instructors who have taught her in class.

The proportion of work to be done in normal courses by any Smith Scholar will be decided jointly by the student, her adviser or advisers, and the Committee. Freedom from normal course requirements comes gradually, usually in the senior year.

Each semester, advisers are expected to submit to the Committee evaluations of the students' progress. The Committee will review these evaluations and ask students it considers unable to complete their projects successfully to withdraw from the Smith Scholars Program and resume a normal course program. Cases of students who are asked to withdraw too late in their college careers to complete normal course requirements will be dealt with on an individual basis.

Work done in the program may result in a thesis, a group of related papers, an original piece of work such as a play, or some combination of these.

The student's record for the period she is in the program will include grades in whatever courses or special studies she has taken, her adviser's or advisers' evaluation of her work, and the Committee's recommendation with respect to her degree.

INDEPENDENT STUDY

The normal courses of study involve considerable independent work, but further opportunity for this is provided through Independent Study.

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Juniors and seniors, with the approval of their departments and the Committee on Honors and Independent Programs, may be granted a maximum of one semester's credit for independent study. Normally this study will be pursued upon the Smith campus under the supervision of members of the department(s) concerned.

With the approval of their departments and the Committee on Honors and Independent Programs, students may be granted a maximum of eight hours credit for off-campus work and study. The project must be directly related to the student's academic program, and be supervised and evaluated by members of the department(s) concerned.

In addition to the above, there are programs for study at other institutions.

FIVE COLLEGE COOPERATION

Amherst, Mount Holyoke, and Smith Colleges, and the University of Massachusetts have for some time combined their academic activities in selected areas for the purpose of extending and enriching their collective educational resources. Hampshire College, which opened in 1970, has joined this group of cooperating institutions. Certain specialized courses not ordinarily available at the undergraduate level are operated jointly and open to students from all the institutions. In addition, a student in good standing at any of the institutions may take a course, without additional cost to the student, at any of the others if the course is significantly different from any available to him on his own campus and has a bearing on the educational plan arranged by the student and his adviser. Approvals of the student's adviser and the Academic Dean of the College (Provost at the University) at the home institution are required. Permission of the instructor is required for students from other campuses if permission is required for students of the institution at which the course is offered.

Students should apply for Five College courses at least six weeks prior to the beginning of the semester. Current catalogues of the other institutions are available at the Loan Desk in the Neilson Library, in the offices of the Class Deans and the Registrar, and in the houses. Application forms may be obtained from the Offices of the Class Deans and the Registrar. Free bus transportation among the institutions is available for Five College students.

Under a cooperative Ph.D. program, the degree is awarded by the University of Massachusetts but the work leading to the degree may be taken in the various institutions. Students interested in this program should write to the Dean of the Graduate School, University of Massachusetts, Amherst, Massachusetts 01002.

The oldest and probably the most important of the cooperative ventures is the Hampshire Inter-Library Center (HILC), a separate legal entity controlled by a

Board of Directors made up of the Five College Coordinator, the five Librarians, and representatives from each of the Faculties. HILC is a depository for research materials and learned periodicals of a kind and in a quantity well beyond the reach of any one of the cooperating libraries operating independently; it is now located in the new wing of the Goodell Library on the campus of the University of Massachusetts. The FM Radio Station (Western Massachusetts Broadcasting Council, Inc., WFCR 88.5) is likewise a legal entity, controlled by a Board of Directors made up of representatives of the cooperating institutions. Other cooperative activities, designed to give added strength to each individual institution, include a joint Astronomy Department and a Film Center, a common calendar of lectures and concerts on all the campuses.

SMITH COLLEGE JUNIOR YEAR ABROAD PROGRAMS

Each year, if conditions permit, a group of students in good standing and with sufficient language training are selected from those who apply to spend a year in certain foreign countries in groups directed by members of the Smith College Faculty. Properly prepared students from other colleges may also be admitted to the groups.

The Smith College Junior Year Abroad programs in France and Italy are intended primarily for language majors, and that in Geneva primarily for students majoring in economics, government, or sociology. The program in Germany can serve a large range of majors. Art and history majors with adequate language preparation may apply to any of the foreign study programs with the approval of their department, provided an acceptable program can be worked out for them. Majors in other fields with adequate preparation in language may apply for admission to a given program with the consent of the department of the major. An honors candidate should consult the Director of Honors in her department before applying to go abroad. Qualified students who spend the junior year abroad may apply for admission to the honors program at the beginning of the senior year.

The Junior Year Abroad programs are planned so as to afford as rich an opportunity as possible to observe and study the countries visited. During the vacations students are free to travel, although, by special arrangement, they may stay in residence if they prefer.

Applications, including permission from parents, must be filed by February 1 at the Office of the Registrar. Applications from students in colleges other than Smith must be accompanied by a fee of ten dollars, which is not refunded. The selection of members for each group is determined by a special faculty committee. Members of the group must meet the health requirements set by the College Physician.

The Directors of the groups supervise the academic programs and are granted by

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the College full control in matters of conduct, although the details of group procedure are worked out with student committees. Social regulations in each case are adapted to the customs of the country. The supervision of the Director ends with the close of the academic year.

The fee covering tuition, room, and board is \$3850 for the academic year 1971-72; travel and incidental expenses vary according to individual tastes and plans. A deposit of \$50 payable within 30 days by students who have been provisionally accepted, is credited on the second semester bill but is not refunded unless written notice of withdrawal from a group is received before May 15, 1971. Payment for the first semester should be made by July 10; for the second semester, by December 10. Checks should be sent to the Treasurer of Smith College, Northampton, Massachusetts 01060.

Neither the College nor the Director accepts any responsibility for personal injury to members of a group or for damage to or loss of property. The College offers a health insurance program in which participation is required unless the student has protection under another plan and furnishes the Treasurer's Office with the name and address of the insurance carrier and the student's membership number.

FRANCE

The program in France begins in Aix-en-Provence with a six-week period devoted primarily to intensive work in the language, supplemented by lectures and excursions. At the opening of the French academic year, the group goes to Paris, where the program consists mainly of courses in French literature, history, government, and art. Though some of the courses offered are exclusively for Smith students, the majority are taken in French institutions, such as the Sorbonne, l'Institut d'Etudes Politiques, and l'Institut d'Art et d'Archéologie, with additional work with French tutors, when desirable. The minimum requirement for admission to the group is normally two years of college French.

GENEVA

The work in Geneva emphasizes international studies rather than the history and culture of a single country. Accordingly, the group is composed primarily of majors in history, government, economics, and sociology; but some other majors, with departmental approval, can be accommodated. The program consists of courses in diplomatic and contemporary history, international economics and finance, international law, and similar subjects given at the University of Geneva, the Graduate Institute of International Studies and the African Institute. A preliminary six-week period of intensive training in language is spent in Paris. Since the classes are conducted in French, students are expected to offer two years of college French beyond three entrance units; a minimum of one year of college French is required. It is

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strongly urged that work in at least two fields of the social sciences be offered for admission.

GERMANY

The program in Hamburg consists largely of courses taken at the University supplemented wherever necessary and desirable by work with German tutors or by specially arranged courses. Courses in German literature, philosophy, art, music, and history are available as well as mathematics and science. A preliminary eight-week period of intensive training in language is provided in Hamburg before the opening of the University. A minimum of two years of college German is the normal requirement for admission.

ITALY

The work of the year begins with a month in Siena, where study of the language and of art and literature is undertaken with special instructors. After the first of October, this study is continued in Florence. About the middle of November the group starts work in courses at the University of Florence and in classes conducted especially for Smith College by University professors. The subjects offered are Italian art, history, language, and literature. In Florence the students live in private homes chosen by the Director. The minimum requirement for admission is normally two years of college Italian.

SPAIN

[After a preliminary month of intensive training in language spent in Barcelona, students go to Madrid for the year's course of study. There they live in private homes. A program consisting of courses in Spanish literature, philosophy, history, and art is planned by the Director and given by professors from the University of Madrid and other institutions. A minimum of two years of college Spanish is the normal requirement for admission.] This program is not offered for 1971-72.

OTHER FOREIGN STUDY PROGRAMS

THE JUNIOR YEAR IN LEICESTER, ENGLAND

A limited number of qualified students majoring in sociology may spend their junior year at the University of Leicester in England. They live in university halls of residence and follow the regular program of lectures, seminars, and tutorials reserved of sociology students at Leicester. A member of the University's faculty serves as adviser to Smith College students.

These students are on leave from Smith College, and are responsible for their own financial arrangements.

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THE JUNIOR YEAR IN THE PHILIPPINES

[Students with special interest in East or Southeast Asia or in the general problem of emerging nations may spend their junior year in Manila. On leave of absence from the College, they enroll as regular students at the University of the Philippines. English is the language of instruction and of government. The academic year begins in June and ends at the beginning of April. Students planning to apply for this program should consult with their major advisers as early as possible in order to plan a major program and obtain approval for the work they expect to complete in the Philippines.

Inasmuch as such students are on leave from the College, they are responsible for their own financial arrangements.] This program is not offered for 1971-72.

STUDY IN AFRICA

Students interested in studying at an African university are assisted in making arrangements to do so by Mr. Morris-Hale, of the Departments of Afro-American Studies and Government, and Mrs. Bishop, Executive Secretary of the Committee on Study Abroad.

INTERCOLLEGIATE CENTER FOR CLASSICAL STUDIES IN ROME

Smith College is one of a number of American colleges and universities which participate in this Center. Qualified majors in Classics or Ancient Studies may spend one semester of their junior (or, in some cases, sophomore) year at the Center and obtain full credit toward their degree for work satisfactorily completed. The curriculum includes the study of Latin and Greek literature, Greek and Roman history, ancient art and archaeology, and field trips through Italy and Greece. The faculty of the Center is composed of members of the faculties of the participating institutions. Instruction is in English.

Admission to the program is limited to students who have a cumulative average of B and who have completed the equivalent of at least four semesters of college-level Latin and two of Greek. The fee of approximately \$1700 includes travel to Rome, tuition, room and board at the Center, the major share of costs for trips outside Rome, and ordinary medical services. The expense of additional travel and the return to the United States is approximately \$750. Scholarship assistance from the Center is available.

Interested students should consult with the Chairman of the Department of Classical Languages and Literatures as early as possible.

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SUMMER COURSES IN THE HISTORY OF ART

The Department of Art offers summer courses in the history of art in Europe. A comprehensive fee covers tuition, room and board, and there is a non-refundable deposit of \$50 for each course. Students should consult the department and its course listings about specific offerings.

EXCHANGE PROGRAM WITH TORONTO

[In 1945 Smith College and the University of Toronto initiated an exchange of students in the junior class. During the year, the Smith College juniors attend the colleges of the University and pursue programs approved by their major advisers. Candidates from Smith College must have demonstrated their ability to do work of at least B quality and have the approval of the chairman of their major department to be eligible for this program. Four exchanges may be arranged in any one year.] This program is not offered for 1971-72.

STUDY AT PREDOMINANTLY BLACK COLLEGES

Students interested in studying at one of the following institutions for all or part of a year should consult their Class Deans or the Assistant to the Class Deans, Mrs. Darity: Bennett College, Federal City College, Hampton Institute, North Carolina Central University at Durham, Spelman College, and Tougaloo College.

TWELVE COLLEGE EXCHANGE PROGRAM

Smith College participates in an exchange program with the following institutions: Amherst, Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Trinity, Vassar, Wellesley, Wesleyan, Wheaton, and Williams. The exchange is open to all students in good standing but is intended primarily for the junior year. Married students are not eligible for the Twelve College Exchange Program. Only in exceptional cases will requests for one semester's participation be approved. Normally students participating in the program may not transfer to the host institution at the end of their stay there.

A student accepted into the program will be expected to pay the fees set by the host institution and will assume the financial, social, and academic regulations of that institution. The course of study to be followed at the host institution must have the approval of the student's major adviser at Smith College or, in the case of sophomores who have not yet declared a major, the Class Dean.

Application forms are available through the Offices of the Assistant Dean and the Class Deans and must be filed by February 1 of the year prior to the one during which the student wishes to be away from the College.

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CONCERNING THE ACADEMIC CALENDAR

The calendar for the academic year consists of two semesters separated by a three-week interterm period in January and incorporating appropriate vacations. Each semester allows for thirteen weeks of classes followed by a few days for pre-examination study and a final examination period of three to four days.

The interterm period in January is a time for reading, research and remedial work, a period for concentrated independent study. No academic credit is given for activities during the interterm period. Residence is not required during this time, though students must notify the College of when they will be in residence. Housing remains open and staffed as needed, and sufficient dining facilities are available to provide for those in residence. Libraries, the language laboratory, practice rooms and physical education facilities remain open. Research laboratories, art studios and other similar facilities remain open at the discretion of the departments concerned. During the interterm period, special conferences may be scheduled and field trips arranged. This is an appropriate time for work in libraries, museums and laboratories at locations other than Smith College. Those departments offering competence examinations at mid-year may give them during the last two days of the interterm period.

CONCERNING THE ELECTION OF COURSES

Each student is expected to be familiar with all regulations governing the curriculum and is responsible for planning a course of study in accordance with these regulations and the requirements for the degree.

The normal course program for a semester consists of four courses taken for regular letter grades. The regular letter grades signify the following: A, excellent; B, good; C, fair; D, poor; E, failure.

A student may take an extra course any semester. Such an extra course may be taken for the regular letter grade or, at the option of the student, be graded Distinction-Pass-Fail. If the latter option is desired, it must be requested by the student at the time of election of the course; and, though the course will be recorded on the student's transcript, it will not count toward the 32 semester courses required for the degree.

After the freshman year, a student may take one less course in a semester provided that each semester program including only three courses is balanced by five full courses (taken for regular letter grades) in a previous or an immediately following semester and provided that, at the end of the academic year, the student will not have fewer than the number of courses expected for entrance into the next year.

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Within the first 10 class days of a semester a student may drop or enter any semester course or change the grading option for a semester course (Dis/P/F or regular grade) with no indication of the earlier form of enrollment appearing on her permanent record. Within the first 10 class days of the *first* semester of a *year* course these changes may also be made. Notification of the instructor of the course and permission of the student's adviser are required.

After the first 10 class days of a semester, the grading option (Dis/P/F or regular grade) for a semester course may not be changed. In the case of a year course the choice of the grading option may not be changed after the first 10 class days of the *first* semester of the course.

After the first 10 class days and until 10 class days before the end of classes for the semester, a student may drop or enter a semester course with the permission of the instructor of the course, the student's adviser and the student's Class Dean. A year course may be dropped only during the *first* semester of the course and within the periods stipulated for a semester course. Such action taken with regard to any course shall be shown on the student's permanent record in the following way:

entered course x: *reg.*, *date* on course line

dropped course x, with passing grade: *date* on course line, *W* in grade slot.

dropped course x, with failing grade: *date* on course line, *WF* in grade slot.

When entering a course late, the student shall make up all of the work of the course and shall be given a grade for the course on the equivalent work and on the same basis as all other students in the course.

The functioning of a course and decisions concerning the uses of faculty time are based in large part on enrollment in courses. Radical changes in this enrollment after classes have begun may affect students and faculty in such a way that they cannot be permitted. A student who wishes to drop a course with "limited enrollment" (*e.g.*, a seminar) should do so at the earliest possible moment in order that another student may take advantage of the opening and because the organization and operation of the course is usually crucially dependent upon the students enrolled in it. A student who wishes to drop a course with "limited enrollment" or one with small enrollment should expect that the course instructor for these reasons will not normally give approval to a student for dropping such a course.

Regulations governing changes in enrollment in courses in one of the Five Colleges other than Smith may be more restrictive than the above rules. These regulations are posted on the official bulletin boards at the beginning of each semester.

In certain cases election of a course requires permission of the instructor and the Chairman of the department concerned. In such cases this permission must be obtained in writing before the course is elected.

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A student who does not have the prerequisites for a course may elect it only with the permission of the instructor of the course and the Chairman of the department in which the course is offered. Permission of the Administrative Board is required to enter a year course at mid-year, or to drop a year course at mid-year with credit for the first semester. (The latter may not be done later than 10 days before the end of classes in the first semester.) The petition must be recommended by the Chairman of the department concerned and the instructor of the course and filed with the student's Class Dean for forwarding to the Administrative Board.

Permission of the instructor and the student's adviser is required of all students for admission to a seminar. A student who is not enrolled in the Departmental Honors Program must petition the Administrative Board through the Class Dean to take more than one seminar in a semester. A seminar is limited to twelve students. If enrollment exceeds this number, the instructor shall choose the twelve applicants he considers best qualified.

Permission of the instructor and the Chairman of the department concerned is required for the election of Special Studies. Special Studies is normally open only to qualified junior and senior majors in the department concerned. Special Studies may be open to other qualified juniors and seniors by permission of the instructor and the Chairman of the department concerned.

A matriculated student may audit a lecture course on a regular or an occasional basis if space is available and the permission of the instructor in charge of the course is obtained.

A student who is absent for more than six weeks in one semester may not receive credit for the work of that semester.

A shortage of hours incurred through failure in a course must be made up before graduation by an equivalent amount of work at the same or higher level carried above the normal four-course program or completed in a summer school and approved for credit.

A student may not enter the senior year with a shortage of hours.

A student whose college work or conduct is deemed unsatisfactory is subject to separation from the College upon the recommendation of this action to the President by the Administrative Board, the Honor Board, the Judicial Board, or the Committee on Student Affairs.

COURSES OF STUDY, 1971-72

EXPLANATION OF SYMBOLS AND ABBREVIATIONS

Courses are classified in four grades indicated by the first digit in the course number: 100, Introductory; 200, Intermediate; 300, Advanced; 400, Graduate, open to qualified undergraduates.

An "a" after the number of a course indicates that it is given in the first semester; a "b," that it is given in the second semester. A "c" indicates a summer seminar given abroad. Where no letter follows the number of the course, the course runs through the year.

Unless otherwise indicated, all year courses carry eight hours credit; all semester courses, four hours.

[] Courses in brackets will be omitted during the current year.

The numerals after the letters indicating days of the week show the scheduled hours of classes and the hours to be used at the option of the instructor. Students may not elect more than one course in a time block (see chart on the final page), except in rare cases which involve no conflict. Assignments to sections and laboratory periods are made by the Registrar. Where scheduled hours are not given, the times of meeting are arranged by the instructor.

Dem. indicates demonstration; lab., laboratory; lec., lecture; sect., section; dis., discussion.

() A department name in parentheses following the name of an instructor in a course listing indicates the department of which he is regularly a member, when it is different from that under which the course is listed.

The following symbols before an instructor's name in the list of members of a department have the indicated meaning:

†absent for the year
*absent for the first semester
**absent for the second semester

§Director of a Junior Year Abroad
¹appointed for the first semester
²appointed for the second semester

AFRO-AMERICAN STUDIES

- ASSISTANT PROFESSORS: RAYMOND H. GILES, JR., M.A., *Chairman*
 W. PHILIP McLaurin, M.A.
- ADJUNCT MEMBERS: PETER ISAAC ROSE, PH.D., *Professor of Sociology and Anthropology*
 WALTER MORRIS-HALE, PH.D., *Assistant Professor of Government*

Prerequisite for all courses in the department is Afro-American Studies 101a and 101b or permission of the instructor, unless otherwise indicated. Students planning to major or to enter the honors program in the department are advised to take courses in one or more of the following fields: English, government, history, music, sociology.

- 101a *The Black Experience in the Americas, I.* A socio-cultural history of black people in North and South America. The African background, enslavement, the middle passage and the captive experience. Relations between master, slaves and freedmen. M T 1:40-2:50. Mr McLaurin.
- 101b *The Black Experience in the Americas, II.* The legacy of slavery, emancipation racial stratification and segregation in various societies; contemporary problems. M T 1:40-2:50. Mr McLaurin.
- 115b *An Introduction to African American Music.* West African origins. Communal spiritualism from 1619 to the present. Th 4-5:50. Mr McIntyre (Music).
- 203a *Education of Black Americans.* Black Americans and public education in the United States, past and present. Special emphasis on the social context of education within the black community in both the South and the North, and on definitions of education within the black community. W 7:30-9:30. Mr Giles.
- 213a *The Black Community.* The social, cultural, and economic characteristics of black communities in the United States. Examination of family life, education, political organization, pride and protest. M T W 9. Mr Henry (Sociology).
- 213b *Ethnic Minorities in America.* Social organization of a multi-racial and ethnically diverse society. Cultural and political problems in racial and ethnic relations. Internal organization of minorities in different settings. Th 11-12:50, F 12. Mr Rose.

AFRO-AMERICAN STUDIES

- 214b *Black Theatre.* A study of the black experience as it has found expression in the theatre. Emphasis on the black playwrights, performers, and theatres of the 1950s and 1960s. Hours to be arranged. Mrs. Terry (Theatre and Speech).
- 225a *Government and Politics of Sub-Saharan Africa.* An introductory survey of political, economic, and social factors. Traditional African government, colonial administration and influence, and the impact of westernization. The nationalist movements and political development since independence, with emphasis on Ghana, Nigeria, Senegal, Tanzania and South Africa. Pan-Africanism and the place of Africa in world politics. T Th 1:40-2:50. Mr Morris-Hale.
- 237a *Black Literature: The Novel.* Comprehensive surveys in the field of Afro-American novels and other fiction with focus on the sociology of black literature. Emphasis on the "Black Renaissance."
- 237b *Black Literature: Poetry and Drama.* The changing image of the Afro-American in poetry and drama. Emphasis on black folk material.

The following courses are open to qualified juniors and seniors by permission of the instructor.

- 300a, 300b *Special Studies.*
- 310b *Problems in the Study of the Black Experience (seminar).* Theory and research. M 7:30. Mr Giles.
- 311a *Reform, Revolution and Reaction (seminar).* Racism and response. Study of the form and character of the black equality movement. M 7:30. Mr McLaurin.
- 321a *The Folk Culture of Black Americans (seminar).* The creative expression of black Americans as seen in the folk culture of the eighteenth and nineteenth centuries and the urban lifestyle of the twentieth. The study of legends and work songs, spirituals, rhythm and blues; examination of African and slave themes; black rage and the rhetoric of "soul". Th 7:30.
- [357b *Comparative Slave Systems in the Americas.*]

AFRO-AMERICAN STUDIES

THE MAJOR

Adviser: Mr Giles.

Basis: 101a and 101b.

Requirements: Nine semester courses, in addition to the basis, as follows:

- A. Two courses chosen from among 115b, 225a, 213a, 213b, 237a, 237b, 214b,
- B. Two other intermediate level courses (taken in the Smith College Afro-American Studies Department or in one of the corresponding departments at Amherst, Hampshire or Mount Holyoke Colleges or the University of Massachusetts),
- C. A choice of 311a or 321a or 357b,
- D. 310b,
- E. Three courses in a single related department at Smith College (*e.g.*, English, Government, History, Music, Sociology, Theatre).

An examination of competence.

Field work: Students will be encouraged to participate in field work in one of the following ways: (a) Course-related work in local communities (*e.g.*, Springfield); (b) Research and participation in communities elsewhere in the United States; (c) Study and work abroad (*e.g.*, in sub-Saharan Africa or the West Indies).

With the permission of the department, students may apply to spend the junior year abroad at an African university participating in the African-American Institute's Program or in the Smith Program at Geneva. Adviser for this junior year program: Mr Morris-Hale.

HONORS

Director: Mr Giles.

Requirements: The same as those for the major, including the examination of competence, but a long paper, which may receive one or two semesters' credit, will be substituted for one or two of the courses in Section B of the major requirements listed above.

INTERDEPARTMENTAL MAJOR IN AMERICAN STUDIES

Adviser: Mr Elkins.

This major aims to bring into a single focus certain courses which explore the history of American culture in its broadest sense. It is limited to fifty students, twenty-five each from the junior and senior classes.

Recommended to sophomores: two semester courses in European history and *one* of the following: History and Social Science 293, or two semesters of American history.

Requirements: eleven semester courses including

Eight essential courses:

Two semester courses in American history,

Four semester courses in the American field from at least two of the following departments: Art, Economics, Education, English, Government, Philosophy, Religion, Sociology, and Theatre.

American Studies 231a. An interdisciplinary investigation of selected aspects of American civilization. Required of all junior majors. Th 7:30. Mr Elkins, Mr Wilson.

American Studies 340b. *Integrating Course*. W 7:30. Mr Elkins.

And a departmental concentration:

Students must select a department in which to take a minimum of five courses including three which may not be counted among the eight essential courses specified above.

Two examinations: an interdepartmental examination set by the American Studies Committee; and a departmental examination if required.

HONORS

Director: Mr Elkins.

Requirements: the same as those for the major, except that a long paper will be substituted for either one or two of the eleven required courses. The program must also include at least one seminar in the junior and senior years.

Three examinations: an interdepartmental examination; a departmental examination in an American subject; and a special examination to test the candidate's ability to do independent research.

GRADUATE

Adviser: Mr Elkins.

AMERICAN STUDIES 455a. *Advanced Studies*. M 7:30. Mr Wilson.

INTERDEPARTMENTAL MAJOR IN ANCIENT STUDIES

Adviser: Mr Cohn-Haft.

Basis: Greek 111 or Latin 112b (or the equivalent); History 101b. Competence in both Greek and Latin is strongly recommended.

Requirements: nine semester courses above the basis. Four chosen from Greek 212a, 212b, 322b, 323a, 332b, 334b, Latin 214a, 214b, 322b, 323a, 333a, 335a, 337; two from History: 201a, 202a, 203b, 204a, 303b; and three chosen from Art 211a, 212b, 215a, 310b, 312b, 314b, Government 260a, Philosophy 124a, 236b, Religion 185, 210a or b, 220a or b, 235a, 285a, 285b, 287b, 327b, 328b, and Sociology 230a.

Note that because of the prerequisites in the Department of Classical Languages and Literatures (see p. 95), it will ordinarily be necessary to take a required Latin or Greek course in the sophomore year.

Two examinations: a departmental examination in Greek or Latin or both, and an examination in Ancient History. In both examinations the student will be expected to demonstrate her ability to assess various aspects of the ancient world through the use of source materials in the original.

HONORS IN ANCIENT STUDIES

Director: Mr Cohn-Haft.

Requirements: the same as those for the major, with the addition of a long paper equivalent to one or two semester courses.

Three examinations: one in Latin, or Greek, or in both languages, to be taken before the end of the junior year; an examination in Ancient History; and an examination in classical literature, art, religion, philosophy, or government.

ART

- PROFESSORS: PHYLLIS WILLIAMS LEHMANN, PH.D.
**PRISCILLA PAINE VAN DER POEL, A.M.
**GEORGE COHEN
CHARLES WHITMAN MACSHERRY, PH.D.
LEONARD BASKIN, B.A., L.H.D., D.F.A. (HON.)
**CHARLES SCOTT CHETHAM, PH.D., *Director of the Museum*
**JAMES HOLDERBAUM, PH.D.
**WILLIAM LLOYD MACDONALD, PH.D., *Chairman*
JAY RICHARD JUDSON, PH.D.
ROBERT MARK HARRIS, PH.D.
ELLIOT MELVILLE OFFNER, B.F.A.
²ELIZABETH MONGAN, A.B., *Acting Director of the Museum*
- ASSOCIATE PROFESSORS: PETER GARLAND, M.A.RCH.
EDWARD JOSEPH HILL, M.F.A., *Acting Chairman,*
second semester
- ASSISTANT PROFESSORS: AMY LOU VANDERSALL, PH.D.
DAVID BATCHELDER, M.A., M.F.A.
- INSTRUCTORS: †JAROSLAW VOLODYMYR LESHKO, A.M.
JOHN DAVID STOKES, M.F.A.
ALAN CURTIS BIRNHOLZ, M.A.
SUZANNE BLOOM, M.F.A.
J. MICHAEL RUSSOM, M.F.A.
GUY PAUL ROBERT MÉTRAUX, B.A.
- LECTURERS: ¹JOAN HOPKINS COUGHLIN, M.F.A.
HELEN E. SEARING, A.B.

Students planning to major or to do honors work in art will find that courses in literature, philosophy (233b), religion, and history taken in the first two years will prove valuable. A reading knowledge of foreign languages, especially German, Italian, and French, is strongly recommended as background for historical courses. Biological Sciences 210 is recommended for students with a special interest in landscape architecture. Each of the historical courses may require one or more trips to Boston, New York, or the vicinity for the study of original works of art.

A. HISTORICAL COURSES

- 100 *Introduction to the History of Western Art.* Major representative works of Western art, from antiquity to the present (including painting, sculpture, and architecture), are studied historically and analytically. Three lectures W 2, Th 3, F 2, and one discussion period. Members of the Department. First semester: Miss Vandersall (*Director*); second semester: Miss Searing (*Director*).

ART

- [101b *Introduction to the History of Western Art.* Restricted to 15 students selected from those taking 100.]
- [102a *Introduction to Historical Architecture.* Major representative works of Western architecture will be studied as stylistic and historic documents.]
- [204b *History of Graphic Arts.* The history of print-making in the Western world, with emphasis on the production of Dürer, Rembrandt, Goya, and Munch. Two lectures and one discussion meeting in the Museum, where original prints will be examined.]
- [206b *History of Sculpture: 1550 to the Present.* Masterpieces of major representative sculptors and sculptural movements as reflections of European and American civilization during the past four centuries. Recommended background: Art 100, or any course in the history of art after the Renaissance. Offered in alternate years. To be given in 1972-73. W Th 10, F 10-12. Mr Holderbaum.]
- 207a *Oriental Art.* The art of China and peripheral regions as expressed in painting, sculpture, architecture, porcelain, and the ritual bronzes. The influence of India is studied in connection with the spread of Buddhism along the trade routes of Central Asia. T Th 1:40-2:50. Mr MacSherry.
- 208b *Oriental Art.* The art of Japan, especially painting, sculpture, architecture, and color prints. Particular attention is given to the roles of native tradition and foreign influences in the development of Japanese art. T Th 1:40-2:50. Mr MacSherry.
- 211a *The Art of Greece.* Architecture, sculpture, painting, and the minor arts from the prehistoric background to the late Hellenistic age. M T W 9. Mrs Lehmann.
- 212b *The Art of Rome.* Architecture, sculpture, painting, and the minor arts from the late Hellenistic and Etruscan backgrounds to the late antique antecedents of Christian art. Recommended background: 211a or 100. M T W 9. Mrs Lehmann.
- 214c *Roman Art: Late Republican and Early Imperial Monuments.* Summer, 1971. Rome, Italy. Mr Boyle.
- [215a *The Ancient City.* A study of the planning, artistic forms, and architectural characteristics of Mediterranean cities in ancient times; Greek and Roman cities and towns will be emphasized. Social and political factors will be considered in relationship to visual and artistic principles. To be offered in 1972-73. M T W 10. Mr MacDonald.]

- 220a *Early Christian and Byzantine Architecture.* Design and meaning in the architecture of the Christian Roman Empire and the Byzantine era. Emphasis will be on monuments of the fourth, sixth, ninth to eleventh centuries, and the city of Constantinople. Prerequisite: 100 or 221a, or History 215a. Offered in alternate years. M 10-11:50, T 10. Mr MacDonald.
- 221a *Early Medieval Art.* Art from the time of Constantine to Charlemagne with emphasis on painting, mosaic, and sculpture. Prerequisite: 100, 220a, or the equivalent. M 12, T 11-12:50, W 11. Mr Harris.
- 222b *Romanesque and Byzantine Art.* Architecture, sculpture, illuminated manuscripts, and painting from the ninth through the twelfth centuries with emphasis on England, France, Germany, and the Byzantine Empire. Prerequisite: 100 or the equivalent, or 221a. M 12, T 11-12:50, W 11. Mr Harris.
- 224b *Gothic Art.* Architecture, sculpture, and painting from the thirteenth through the fifteenth centuries with emphasis on France, England, and Germany. Prerequisite: 100. W 12, Th 11-12:50, F 12. Miss Vandersall.
- [232a *Northern Art.* Dutch, Flemish, French, and German art from the fourteenth through the sixteenth century. From Van Eyck to Bruegel. Given in alternate years. Recommended background: 100. M T 8:40-9:50, W 9 at the option of the instructor. Mr Judson.]
- 233a *Italian Fifteenth-Century Art.* The painting, sculpture, and architecture of the early Renaissance. Recommended background: 100. Alternates with 235a. Not to be offered in 1972-73. W Th 10, F 10-11:50. Mr Holderbaum.
- [235a *Italian Sixteenth-Century Art.* Painting, sculpture, and architecture from the High Renaissance to the Counter-Reformation. Recommended background: 100. Alternates with 233a. To be offered in 1972-73. W Th 10, F 10-12. Mr Holderbaum.]
- 241a *The Art of the Seventeenth Century in Italy, France, and Spain.* Recommended background: 100. M T 8:40-9:50, W 9 at the option of the instructor. Offered in alternate years. Mr Judson.
- 242b *Dutch and Flemish Art of the Seventeenth Century.* From Bruegel to Rembrandt. Emphasis on painting and drawing. Recommended background: 100. M T 8:40-9:50, W 9 at the option of the instructor. Mr Judson.
- 243c *Dutch Art: Sixteenth and Seventeenth Centuries.* Summer, 1971. Amsterdam, The Netherlands. Mr Bruyn and Mr Scheller.

ART

- [244b *Baroque Architecture*. Design and meaning in the architecture of Italy and other western European countries from the later sixteenth to the early eighteenth century. Offered in alternate years. Recommended background: 100 or 102a. M 12, T 11-12:50. Mr MacDonald.]
- 246a *Art of the Eighteenth Century in Europe*. Painting, architecture and sculpture in Europe, with emphasis on developments in England and France. Offered in alternate years. Recommended background: 100. W Th F 12, Th 11 at the option of the instructor. Miss Searing.
- 251a *Nineteenth-Century Art*. From Goya and Jacques Louis David through the Impressionist and Post-Impressionist painters. Recommended background: 100. Th F 8:40-9:50. Mr Birnholz.
- [253a *The Arts in America*. The art of Colonial America and the Early Republic, from the seventeenth to the nineteenth century, including architecture, sculpture, painting, and the decorative arts.]
- [254b *The Arts in America*. American art of the nineteenth and twentieth centuries with emphasis on the major figures and main currents in the various arts.]
- [255a *Architecture of the Nineteenth Century*. The background of modern architecture from the late eighteenth century to the 1890's. Alternates with 246a. Recommended background: 100 or 280a, b. T Th 1:40-2:50. Miss Searing.]
- 256b *Contemporary Art*. Twentieth-century movements in various European countries and Mexico. Recommended background: 100 or 251a. W 12, Th 11-12:50. Mr Birnholz.
- [257a, 257b *Modern Architecture and Its Immediate Background*. Architecture of the last hundred years with particular emphasis on the work of H. H. Richardson, Louis Sullivan, Frank Lloyd Wright, and the European architects of the International Style. Recommended background: 100 or 280a, b. Prerequisite for 257b: 255a or 257a.]
- 258b *Architecture of the Twentieth Century*. Modern architecture and urbanism from 1890 to the present. Recommended background: 100, 255a, or 280a, b. M T 1:40-2:50. Miss Searing.
- 259a *Art of the Film: The Moving Image*. Introduction to the study of the motion picture as a visual art. Emphasis on the viewing and critical analyses of selected films illustrating the historical and formal development of the medium. Admission by permission of the instructor. Enrollment limited to twenty-five students. Not open to freshmen. M T 2-4 and film viewing study period, T 7:30. Mr Cohen.

- 301, 301a, 301b *Special Studies*. Normally by permission of the department for junior and senior majors and for qualified juniors and seniors from other departments.
- 303b *Problems in the History of Art*. Required of senior honors students. Th 4. Mr Harris.

SEMINARS

- 304a *Introduction to Museum Problems*. Open to senior Art majors only. Hours to be arranged. Mr Chetham.
- 310b *Studies in Ancient Painting*. T 3. Mrs Lehmann.
- 312a *Studies in Greek Sculpture*. T 3. Mrs Lehmann.
- 315a *Studies in Late Antique Art*. M 3-5. Mr MacDonald.
- 321a *Studies in Early Medieval Art*. Th 4-6. Mr Harris.
- 324b *Studies in Gothic Art*. Th 3-5. Miss Vandersall.
- 331a *Studies in Northern Painting*. M 7:30. Mr Judson.
- 333a *Studies in Renaissance Art*. Th 4-6. Mr Holderbaum.
- 342b *Problems in Seventeenth-Century Art*. M 7:30. Mr Judson.
- [346a *Studies in Eighteenth-Century Art*. M 7:30.]
- 351a *Studies in Nineteenth-Century European Art*. T 3-5. Mrs Van der Poel.
- 352b *The History of Graphic Arts*. Th 3-5. Miss Mongan.
- 353b *Studies in English and American Art*. M 3-5. Mr Métraux.
- 356a *Studies in Twentieth-Century Art*. T 11-12:50, M 12 at the option of the instructor. Mrs Van der Poel.
- [358b *Drawing in the Nineteenth Century*. Mr Chetham.]
- 359a *Studies in Modern Architecture*. W 2-4. Miss Searing.

GRADUATE

For information about graduate work in art, application should be made to the Chairman of the Department.

Adviser: Mr Holderbaum.

400 *Research and Thesis*.

ART

401, 401a, 401b *Advanced Studies*. May be taken for double credit.

433a, [434b] *Art of the Italian Renaissance*. Mr Holderbaum.

B. STUDIO COURSES

Director of Studios: Mr Hill.

A fee for basic class materials is charged in 161a, 161b, 182a, 182b, 262b, 265a, 273a, 282b, 305a, 305b, 367a, 372b, 374b, 375a, 386b. The individual student is responsible for the purchase of any additional supplies she may require. The department reserves the right to retain examples of work done in studio courses.

INTRODUCTORY COURSES

Enrollment limited to twenty students per section.

161a *Design Workshop, I*. An introduction to the visual experience through a study of the basic principles of design. Nine studio hours of which six must be M T 10-12:50, Mr Russom; Th F 10-12:50, Mr Stokes; Th F 2-4:50, Mr Batchelder. Mrs Bloom (*Director*).

161b A repetition of 161a. Nine studio hours of which six must be M T 2-4:50, Mrs Bloom; Th F 9-11:50, Mr Offner.

163a *Drawing, I*. An introduction to the visual experience through a study of the basic elements of drawing. Nine studio hours of which six must be M T 10-12:50, Mr Hill; M T 2-4:50, Mr Russom. Mr Russom (*Director*).

163b A repetition of 163a. Nine studio hours of which six must be Th F 2-4:50. Mr Stokes.

182a *Photography, I*. An introduction to the visual experience through a study of the basic elements of photography as an expressive medium. Nine studio hours of which six must be M T 2-4:50, Mr Hill; Th F 9-11:50, Mr Batchelder. Mr Batchelder (*Director*).

182b A repetition of 182a. Nine studio hours of which six must be Th F 9-11:50. Mr Batchelder.

INTERMEDIATE COURSES

Unless stated otherwise, the prerequisite for intermediate courses is one introductory course.

262b *Design Workshop, II*. Experimental work in form, color, and structure. Pre-

requisite: 161a or b or permission of the instructor. Nine studio hours of which six must be Th F 10-12:50. Mr Stokes.

- 264b *Drawing, II.* A continuation of *Drawing, I* with emphasis on the study of the human figure. Prerequisite: 163a or b or permission of the instructor. Nine studio hours of which six must be M T 10-12:50. Mr Hill.
- 265a *Color.* Studio projects in visual organization stressing the understanding and application of color principles. Related problems using collage and assemblage. Prerequisite: 161a or b or permission of the instructor. Nine studio hours of which six must be M T 10-12:50. Mr Cohen.
- 266a *Painting, I.* Studies in painting. Emphasis on various forms of spatial and pictorial concepts utilizing the techniques of oil, acrylic, and mixed-media. Prerequisite: 161a or b or permission of the instructor. Nine studio hours of which six must be M T 10-12:50. Mrs Bloom.
- 266b A repetition of 266a. Nine studio hours of which six must be M T 2-4:50. Mr Russom.
- 271a *Graphic Arts.* Methods of print-making. Nine hours of which six must be M T 10-12:50. Mr Baskin.
- 273a *Sculpture, I.* Nine studio hours of which six must be Th F 2-4:50. Mr Offner.
- 280a, 280b *Introduction to Architecture, City Planning, and Landscape.* Preliminary instruction in drafting, perspective, and lettering, followed by planning and design problems. Prerequisite for 280b: 280a. Th F 2-4:50. Mr Garland.
- 282b *Photography, II.* Light sensitive processes are employed as a means of visual expression. Admission by permission of the instructor. M T 2-4:50. Mr Hill.

ADVANCED COURSES

Unless stated otherwise, the prerequisite for advanced courses is one intermediate course.

- 301, 301a, 301b *Special Studies.* Normally by permission of the department for junior and senior majors and for qualified juniors and seniors from other departments.
- 305a *The Teaching of Art.* The process, philosophy, planning and organizing of creative activities in the elementary and secondary schools through the use of several media with the emphasis on found materials. For juniors and seniors by permission of the instructor. M 7:30. Mr Ilson. (Education)

ART

(Students who wish this to be credited as a course in Education should see the listings of the Department of Education and Child Study.)

- 305b A continuation of 305a. Admission by permission of the instructor. M 7:30. Mr Ilson. (Education) (Students who wish this to be credited as a course in Education should see the listings of the Department of Education and Child Study.)
- 362b *Painting, II.* Individual expression in painting, using various media. Prerequisite: 265a or 266a or permission of the instructor. M T 10-12:50. Mrs Bloom.
- [363b Experiments in Multiple Media. Problems in the integration of visual media and an exploration of new artistic materials and means. Prerequisite: two intermediate studio courses.]
- 367a *Serigraphy.* Experiments in line, color, and form using the graphic medium of silkscreen. Admission by permission of the instructor. Enrollment limited to fifteen students. Th F 2-4:50. Mr Stokes.
- 372b *Graphic Arts.* Advanced study in printmaking. Prerequisite: 271a, or permission of the instructor. Nine hours of which six must be M T 10-12:50. Mr Baskin.
- 374b *Sculpture, II.* Work in direct carving. Prerequisite: 273a, or permission of the instructor. Nine studio hours of which six must be Th F 2-4:50. Mr Offner.
- 375a *An Introduction to Printing.* Enrollment limited to twelve students. Admission by permission of the instructor. Th F 10-12:50. Mr Offner.
- 381 *Architecture.* Further problems in planning and design together with instruction in elementary construction. Prerequisites: 280a and b. Th F 11-12:50. Mr Garland.
- 383a *Problems in Landscape Design, I.* Prerequisites: 280a and b. Th F 11-12:50. Mr Garland.
- 384b *Environmental Design.* Readings and discussion in landscape architecture, garden design, urban design, city planning, and architecture. Hours to be arranged. Mr Garland.
- 386b *Film Making.* Prerequisite: 282b and permission of the instructor. Th F 9-11:50. Mr Batchelder.

SEMINARS

- [340b *Seminar in Visual Studies.* M T 9-11:50. Mr Cohen.]
- [341a *Seminar in Visual Studies.* Th F 2-4:50. Mr Offner.]

- [342b *Seminar in Visual Studies*. M T 2-4:50. Mr Hill.]
 [343b *Seminar in Visual Studies*. Th F 2-4:50. Mr Batchelder.]
 344a *Seminar in Visual Studies*. Combined Arts Experience. M T 2-4:50. Mrs Bloom.
 [345a *Seminar in Visual Studies*. Th F 9-11:50. Mr Stokes.]
 346b *Seminar in Visual Studies*. M T 10-12:50. Mr Russom.

GRADUATE

- 460a, 460b *Studies in Design, Drawing, Painting, Photography, Graphic Arts, or Sculpture*. Members of the Department.
 481 *Architecture*.
 483 *Landscape Architecture*.

THE MAJOR

Advisers: Mr Batchelder, Mr Birnholz, Mrs Bloom, Mr Cohen, Mr Harris, Mr Hill, Mr Holderbaum, Mrs Lehmann, Mr Métraux, Mr Offner, Mr Russom, Miss Searing, Mr Stokes, Miss Vandersall.

Based on 100, or 161a or b, or 163a or b, or 182a or b. Exemption from 100 will be granted to students who pass an examination administered by the department at the beginning of the year.

Plan A

Basis: 100

Requirements: 100 and one course in Section B and seven semester courses in Section A, of which three should include courses from three of the six areas Alpha through Zeta.

Alpha (Ancient): 211a; 212b; 215a; 301b; 312a or b; 315a.

Beta (Medieval): 220a; 221a; 222b; 224b; 225c; 321a; 324b.

Gamma (Renaissance): 232a; 233a; 236c; 235a; 239c; 331a; 333a.

Delta (Baroque and Rococo): 206b; 241a; 242b; 244b; 246b; 253a; 342b; 346a; 352b.

Epsilon (the last 200 years): 251a; 253a; 254b; 255a; 256b; 257a and b; 258b; 259a or b; 351a; 353a; 356a or b; 358b; 359a.

Zeta (Oriental or African): 207a, 208b.

ART

The senior requirement may be *either*:

1. *A comprehensive examination.* This will be a more or less traditional written examination consisting of a question or two chosen by the major from a fairly large number of questions dealing with broad topics such as style, iconography, media, etc., or
2. *A topic for independent reading.* If a student elects this choice, she will confer with the faculty member who teaches the subject of her interest and that faculty member will provide her with a reading list and advice about procedure. After two or three weeks of outside reading, she will then be examined orally or pass in a short critical paper. In this election, the topics will be fairly restricted, for example: Twelfth-Century Sculpture in France; The Early Etchings of Rembrandt.

Recommendation: During the fall term, all studio seniors will meet with members of the studio faculty at three-week intervals (W 7:30-10) for the purpose of developing out of current work a conception and working plan for the project.

Plan B

Basis: 161a or b, or 163a or b, or 182a or b.

Requirements: 161a or b, or 163a or b, or 182a or b, and nine semester courses including 100. The program must also include two one-semester courses from two of the six areas Alpha through Zeta.

Majors are strongly urged to take at least one seminar. Two semester courses in closely related subjects offered by other departments may, with the approval of the adviser, be counted as credit toward the major.

To fulfill the senior competence requirement each student, in May of the senior year, will

1. present a body of work representing an individually conceived project (normally this will be in the form of an exhibit); and
2. be given an oral examination on the work and the manner of its presentation.

HONORS

Director: Mr Harris.

Basis: 100.

Requirements: Eight semester courses, including 303b, taken during the second semester of the senior year. In addition, the candidate will write a long paper during the first semester of that year equivalent to one semester course.

Two examinations: a general examination on the history of art; and one testing the candidate's ability to analyze and to interpret original works of art.

ASTRONOMY

- PROFESSOR: WALTRAUT CAROLA SEITTER, PH.D.
ASSISTANT: KRYSZYNA HELENA JAWOROWSKA
- LECTURERS: THOMAS TRAVIS ARNY, PH.D. (Associate Professor, University of Massachusetts)
TOM R. DENNIS, PH.D. (Assistant Professor, Mount Holyoke College)
WILLIAM A. DENT, PH.D. (Assistant Professor, University of Massachusetts)
COURTNEY P. GORDON, PH.D. (Assistant Professor, Hampshire College)
KURTISS J. GORDON, PH.D. (Assistant Professor, Hampshire College)
GEORGE S. GREENSTEIN, PH.D. (Assistant Professor, Amherst College)
EDWARD ROBERT HARRISON, F.INST.P. (Professor, University of Massachusetts)
G. RICHARD HUGUENIN, PH.D. (Associate Professor, University of Massachusetts)
WILLIAM MICHAEL IRVINE, PH.D. (Professor, University of Massachusetts), *Chairman*
RICHARD N. MANCHESTER, PH.D. (Assistant Professor, University of Massachusetts)
JOHN D. STRONG, PH.D. (Professor, University of Massachusetts)
EUGENE TADEMARU, PH.D. (Assistant Professor, University of Massachusetts)
JOSEPH H. TAYLOR, JR., PH.D. (Assistant Professor, University of Massachusetts)
DAVID J. VAN BLERKOM, PH.D. (Assistant Professor, University of Massachusetts)

The Astronomy Department is a joint five-college department. Courses designated FC (Five College) are taught jointly with Amherst College, Hampshire College, Mount Holyoke College, and the University of Massachusetts. The astronomical resources of all five institutions are available for advanced student use. In special cases, student research and thesis materials may be obtained from major observatories.

Students entering the Master's and Doctor's programs in astronomy are expected to have a sound background in undergraduate physics. Previous training in astronomy is helpful, but not necessary.

101 *Introduction to Astronomy.* The motions and physical nature of the moon, the

ASTRONOMY

planets, comets, and meteors. Introduction to elementary astronomical spectroscopy and the laws of radiation. Hypotheses of the origin of the solar system, the structure of the sun. Study of stars, stellar systems, and recent theories of stellar and galactic evolution. Opportunity for laboratory work, astronomical observation, and the use of the Amherst College planetarium. Lectures and discussion. W Th 10, F 10-12; laboratory-observation periods by arrangement.

- 122a (FC22) *General Astronomy*. A quantitative introductory course describing our present knowledge of the universe and the means whereby it has been obtained. The properties of the solar system, individual and multiple stars, interstellar matter, our galactic system, external galaxies, and the possibility of extraterrestrial life are considered. Prerequisites: Mathematics 104a or b and Physics 115; or permission of the instructor. M W 3-5.
- 122b (FC22) *General Astronomy*. Repetition of 122a. T Th 2-3:30.

PHYSICAL SCIENCE 193 *From Atoms to Galaxies*. See p. 217.

- 232 (FC32) *Space Science: Topics of Current Astronomical Research*. The aims and results of space research and exploration, recent developments in stellar evolution, cosmology, and current research in radio astronomy. Prerequisite: 101 or 122; intended primarily for students in Major Program I. M W 2.
- 234b (FC34b) *Development of Astronomy*. The progress of astronomy is traced from prehistoric petroglyphs to the space age. Emphasis is placed on the development of important ideas in the field and the relation of astronomy to other cultural trends. Prerequisites: 101 or 122 or permission of the instructor. M W 2.
- 237a (FC37a) *Astronomical Observation*. An introduction to the techniques of gathering and analyzing astronomical data. Subjects to be covered depend somewhat on individual interests: fundamental astronomical catalogs and their uses, photography, photometry, spectroscopy and classification of spectra, techniques of planetarium use, basic radio astronomy, introduction to telescope design and use, the astronomical distance scale. Three hours of classroom work per week, some of which will be observing sessions to be arranged. Prerequisite: 101, or 122a, or 122b; intended primarily for students in Major Program I. T Th 2.
- 238b (FC38b) *Techniques of Modern Astronomy*. An introduction to modern methods of astronomical observation and data reduction. Specific techniques of optical astronomy, radio astronomy, and space astronomy will be discussed and analyzed. Laboratory experiments and field observations will also be

performed by students during the semester. Prerequisite: Physics 115 or permission of the instructor. T Th 2.

301a, 301b *Special Studies*. Admission by permission of the department for students who have had three semester courses in astronomy. Opportunities for theoretical and observational work are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy, and exobiology.

343a (FC43a) *Astrophysics (I)*. Basic topics in astrophysics. Equilibrium configurations and the physical state of stellar interiors. Polytrope models. Interaction of radiation and matter, and radiative transfer. Radiative and convective equilibrium. Study of opacity. Prerequisite: Physics 214b and 220b, or permission of the department. M F 1:30-3:20.

344b (FC44b) *Astrophysics (II)*. Continuation of basic topics in astrophysics. Sources of nuclear energy. Stellar atmospheres and limb darkening. Electron degenerate configurations. Star formation. Introduction to simple model building. Stellar evolution. Elementary plasma physics. Prerequisite: 343a or permission of the department. M F 1:30-3:20.

See also courses in the History of Science, pp. 216-217.

GRADUATE

UMass 700 *Independent Study*. Special study in some branch of astronomy or astrophysics, either theoretical or experimental, under the direction of a member of the faculty. Prerequisites: Permission of the Chairman and the instructor.

UMass 730 *Radio Astrophysics*. The physical theory fundamental to Radio Astronomy: propagation of electromagnetic waves in plasma; Faraday rotation; the emission and absorption of synchrotron radiation and bremsstrahlung emission; spectral lines at radio frequencies; non-thermal radio source models. Prerequisites: Physics 234b and 340a.

UMass 731 *Radio Astronomy*. An introduction to observational radio astronomy. Topics will include a brief survey of areas to which radio observations have made important contributions; antenna systems, interferometers, radiometric systems, and other instrumentation; observing methods and techniques such as lunar occultations. Prerequisites: 234b and 230a.

UMass 740 *Galactic and Extragalactic Astronomy*. The stellar density and luminosity functions as applied to the problem of galactic structure. Determination

ASTRONOMY

of the galactic force field from stellar motions. Spiral structure, star clusters, and their stability. Prerequisite: Physics 240b or permission of the instructor.

UMass 741 *The Interstellar Medium*. Observed properties of the interstellar medium from optical and radio data: composition, distribution, and motions. Transfer of dilute radiation and its production in a rarified gas. The dynamics of the gas as influenced by radiation and gravity. Prerequisites: 344b or permission of the instructor.

UMass 743 *Stellar Atmospheres*. Theory of stellar atmospheres. Observational methods and data, formation of the continuous spectrum, line formation and curve of growth techniques in normal stars, stars with envelopes, variable stars, novae, magnetic fields in stars. Departures from local thermodynamic equilibrium. Prerequisite: 344b.

UMass 744 *Stellar Structure*. A study of stellar structure and evolution. This course will consider topics in energy generation and transfer in the interior of stars, convective and radiative equilibrium, the computation of stellar models and evolution of young and old stars, red giants, pulsating stars, novae and white dwarfs. Prerequisites: 343a, UMass Computer Science 409 or the equivalent.

UMass 745 *The Sun*. The determination of physical conditions in the solar atmosphere using the various observational data. Features of both the quiet and the active sun are discussed, including granulation, limb darkening, plagues, and sunspots. Solar-terrestrial relationships. Prerequisite: 344b.

UMass 746 *Solar System Physics*. The physics and chemistry of planetary atmospheres, surfaces, and interiors. Comets, meteors, and asteroids. The solar wind, solar terrestrial relations, and the interplanetary medium. Advanced topics in mechanics applicable to astronomical problems. Prerequisites: Physics 234b and 240b and Astronomy 344b, or permission of the instructor.

UMass 748 *Cosmology and General Relativity*. Observational cosmology and cosmological principles. Background radiation and Olbers' paradox. Newtonian cosmology. General relativity, gravitational waves, relativistic cosmology, and gravitational collapse. Theories of the universe and the origin of celestial structure. Prerequisite: Physics 340a, or permission of the instructor.

UMass 850 *Advanced Topics in Astronomy*. Topics of special interest not currently covered in regular courses. Prerequisite: permission of the instructor.

UMass 860 *Seminar on Research Topics in Astronomy*. Topics of current interest not covered in regular courses. Instruction via reading assignments and seminars. Prerequisite: permission of the instructor.

THE MAJOR

Adviser: Miss Seitter.

Two programs are offered:

Program I is designed to meet broad individual interests, incorporating courses in related fields such as the history and philosophy of science. It is intended for students interested in secondary school teaching or scientific writing and editing. A departmental adviser should be consulted as soon as possible for further details and help in planning individual curricula.

Basis: 101, or 122a or b.

Requirements: Ten semester courses including Physics 115; Mathematics 202a or 202b and 222a, or the equivalent; any four upper division astronomy courses. The remaining courses may be in related fields such as mathematics, physics, or the history and philosophy of science. Students planning to teach in secondary schools may wish to elect courses in education as well.

Program II is designed for pre-professional students planning to do graduate work in astronomy.

Basis: 101, or 122a or 122b.

Requirements: Ten semester courses including Physics 115; Mathematics 104a or 104b, 202a or 202b and 222a, or the equivalent; and at least two semesters of astronomy taken from 237a (FC37a), 238b (FC38b), 343a (FC43a), 344b (FC44b), or graduate courses. The remaining courses should be elected from advanced astronomy and physics courses. Students are particularly urged to take Physics 220b, 230a, 234b, 240b, 340a, and 348.

A project or paper in the senior year.

HONORS

Director: Any member of the joint department.

Prerequisites: 101, or 122a or b; Physics 115.

Requirements: Eight semester courses including the following: 343a (FC43a), 238b (FC38b), (or other combinations approved by the department); Mathematics 202a or b, and 222a; and at least two additional semester courses in physics, and two in mathematics; and a thesis equivalent to two semester courses on a topic approved by the department.

Two examinations: a written examination, and an oral examination on the thesis.

INTERDEPARTMENTAL MAJOR
IN
BIOCHEMISTRY

Advisers: Mr deVillafranca, Mr Hellman.

Based on Biological Sciences 201a, and Chemistry 101a or 102a or 102b or 103a.

Requirements: Biological Sciences 100a or b, 201a, 300a, 302b; Chemistry 101a or 102a or 102b or 103a, 222, 231a, 352a; and two additional courses selected from Chemistry or the Biological Sciences with approval of the adviser. Mathematics 104a or b, or its equivalent, is a prerequisite for Chemistry 231a.

Recommended courses: Students planning further study in Biochemistry are advised to include Physics 115, the second semester of Chemistry 231, and additional courses in mathematics.

Exemption from required introductory courses may be obtained on the basis of Advanced Placement or departmental examinations.

Students are advised to complete all introductory courses as well as Biological Sciences 201a and Chemistry 222 before the junior year.

An examination or paper in Biochemistry.

HONORS

Directors: Mr de Villafranca, Mr Hellman.

Requirements: Biological Sciences 100a or b, 201a, 300a, 302b; Chemistry 101a or 102a or 102b or 103a, 222, 231a, 352a; and one additional course selected from the Biological Sciences or Chemistry with approval of the adviser; a research project equivalent to one course each semester of the senior year.

An examination in Biochemistry and an oral presentation of the honors thesis.

THE BIOLOGICAL SCIENCES

- PROFESSORS: †ELIZABETH DOROTHY ROBINTON, PH.D.
B. ELIZABETH HORNER, PH.D.
GEORGE WARREN DE VILLAFRANCA, PH.D., *Chairman*
THOMAS SAMUEL OSBORNE, PH.D.
- ASSOCIATE PROFESSORS: CARL JOHN BURK, PH.D.
DAVID ANDREW HASKELL, PH.D.
ELIZABETH ANN TYRRELL, PH.D.
**ARNOLD E. S. GUSSIN, PH.D.
- ASSISTANT PROFESSORS: †JEANNE ADELE POWELL, PH.D.
JOYCE MARIE GREENE, PH.D.
LOUISE LUCKENBILL EDDS, PH.D.
STEPHEN G. TILLEY, PH.D.
PHILIP D. REID, PH.D.
- BLAKESLEE
RESEARCH FELLOW: SANAT KUMER MAJUMDER, PH.D.
- BLAKESLEE
RESEARCH ASSISTANT: HAVIVA D. LANGENAUER, M.A.
- DIRECTOR OF THE
BOTANICAL GARDENS: GREGORY D. ARMSTRONG, B.S., KEW DIP.
- TEACHING FELLOWS: MIRIAM GERINA DARDEN, B.S.
THOMAS C. MCGRATH, A.M.
LAURA SUE TRACHTENBERG, B.S.
LEE CAROL BENTTINEN, A.B.
MOSHE BOLOTIN, B.S.
DOMINICK A. CANNATA, B.S.
B. REED GOOSEN, B.A.
JEFFREY HOLT MCCORMACK, M.S.

LECTURER: MARY HELEN LAPRADE, PH.D.

Students planning to major in the Biological Sciences are advised to take 100a or b and an additional semester course in the department during the freshman year. Chemistry 101a, or 102a or b, or 103a should be taken not later than the sophomore year. Chemistry 222 and Physics 115 are strongly recommended for all majors.

Students who have attained scores of 4 or 5 on the College Board Advanced Placement examination are automatically qualified for entrance into courses for which 100a or b is the sole prerequisite. Other students who wish to elect 100a or b, or courses for which 100a or b is a prerequisite, and who offer entrance units in biology, *must take* the departmental placement examination at the opening of college before the beginning of classes. On the basis of this examination, selected students will be admitted directly to courses having 100a or b as a requirement.

Unless otherwise stated, 100a or b or permission of the instructor is a prerequisite for all other courses in the department. Note that there are additional prerequisites for some advanced courses.

THE BIOLOGICAL SCIENCES

- 100a *Principles of the Biological Sciences.* An introduction to the study of life from the level of molecules and cells through the organism to the community, ecosystem, and the biosphere. The cell theory, the genetic code, evolution, and ecological relationships are stressed as unifying integrative concepts; the structure and function of the vertebrate animal and the vascular plant are examined and contrasted. Two lectures and one three-hour laboratory. Lec. Th F 8:40-9:50; 8-8:40 at the option of the instructor; lab. M T Th or F 2-4:50, or T 9-12. Members of the Department. Mr Haskell (*Director*).
- 100b A repetition of 100a. Lec. Th F 8:40-9:50; 8-8:40 at the option of the instructor; lab. T Th 2-4:50. Members of the Department. Mr Haskell (*Director*).
- 111a *Plant Biology.* Plant structure and function at the cellular, organismal, and population level; phylogenetic survey of the plant kingdom; plants and civilization. Two lectures and one three-hour laboratory. Lec. M T 10; M 11; lab M 2-4:50.
- 122b *Microorganisms and Man.* A study of microorganisms in relation to man and his environment. Through lectures, demonstrations and discussion the merits and hazards of microbial activities will be illustrated. Designed for the non-biological science major. No prerequisite. Lec. M 10, T 10-11:50. Miss Tyrrell.
- 130a *Vertebrate Zoology.* Evolution of form and function in vertebrates. Three lectures and two two-hour laboratories. Lec. W Th F 10; lab. Th F 11, 2. Miss Horner.
- 131b *Invertebrate Zoology.* A study of a wide variety of invertebrate animals with emphasis on their unique features as individual animals and their phylogenetic relationships. Two lectures and two two-hour laboratories. Lec. M T 9; lab. M T 2-3:50. Mrs Laprade.
- 132b *Mammalian Physiology and Anatomy.* A study of the function and structure of mammalian organ systems with emphasis on man. Three lectures and one three-hour laboratory. Lec. M 12, T W 11; lab. M or Th 2-4:50. Mr de Villafranca, Mrs Edds.
- 201a *Cell Biology.* An introduction to the cellular and sub-cellular organization and function in representative examples from plants, animals, and unicellular organisms which illustrate the unity of biological material. Prerequisite: Chemistry 111a and 111b, or 112a or the equivalent, or by permission of the instructor. Three lectures and one three-hour laboratory. Lec. M T 8:40-9:50, W 9; lab. M Th or F 2-4:50. Mr de Villafranca.

THE BIOLOGICAL SCIENCES

- 202b *Genetics*. A study of the principles of inheritance of likeness and variation with some application to man. Two lectures and three hours of laboratory. Lec. M T 8:40-9:50; lab. M or T 2-4:50. Mr Osborne.
- 210 *Horticulture*. Theory and practice of plant cultivation and improvement, with a study of the species commonly cultivated and the preparation of gardens. Two lectures and two two-hour laboratories. Lec. Th F 10; lab. Th F 11-12:50. Mr Armstrong.
- 211a *Morphology of the Non-Vascular Plants*. Studies in the structure, reproduction, phylogeny, classification, and significance of selected algae, fungi, liverworts, and mosses. Prerequisite: 111a or b or permission of the instructor. Three hours of lecture and two hours of laboratory. Given in alternate years. W 7:30-9:30 and three hours to be arranged. Mr Haskell.
- 212b *Morphology of the Vascular Plants*. Studies in the structure, reproduction, phylogeny, classification, and significance of living and fossil ferns, fern allies, gymnosperms, and angiosperms. Prerequisite: 111a or b or permission of the instructor. Three hours of lecture and two hours of laboratory. Given in alternate years. W 7:30-9:30 and three hours to be arranged. Mr Haskell.
- 213b *Plant Systematics*. Classical and modern approaches to the taxonomy of higher plants with emphasis on evolutionary trends and processes, principles of classification and identification of local flora. Field work. Two lectures and three hours of laboratory. Lec. Th 3, F 2; laboratory hours to be arranged. Mr Burk.
- [214b *Plants and Human Welfare*. Exploitation of plants as food and fibre in the context of an overpopulated, shrinking world; agrarian economy and modern man. No prerequisite. Alternates with 312b. M 7:30-9:30 and two hours to be arranged.]
- 220a *General Bacteriology*. Distribution, classification, and general morphology of bacteria, followed by an introduction to bacterial physiology and methods of controlling bacterial growth. Prerequisite: Chemistry 111a or the equivalent. Two lectures and two two-hour laboratories. Lec. Th 3, F 2; lab. W 2-3:50, F 3-4:50. Miss Tyrrell.
- 231a *Embryology*. A study of gametes, fertilization, cleavage, gastrulation, and the early development of organ systems in amphibians, birds, and mammals. Prerequisite: 130a or permission of the instructor. Two lectures and one four-hour laboratory. Lec. Th F 10, F 11 at the option of the instructor; lab. Th 2-5:50. Mrs Edds.

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- 232b *Histology*. A study of animal tissues including their origin, differentiation, functions, and their arrangement in organs. Prerequisites: 130a or 132b. Two lectures or demonstrations and two two-hour laboratories. Lec. or dem. Th F 10-10:50; lab. Th F 11-12:50. Mrs Edds.
- 240a *Principles of Ecology*. A study of the relation of plants and animals to each other, as well as to the physical and chemical factors operating on them in different environments. Attention is given to populations, energy relationships, limiting factors, community organization, and succession. Three lectures and three hours of laboratory or field work. Lec. M T W 9; lab. M or T 2-4:50. Mr Tilley.
- 241a *Conservation of Natural Resources*. Basic ecological principles and their application to the conservation for human society of soil, water, vegetation, and wildlife. Two lectures and one fall field trip. Lec. Th 7:30-9:30. Mr Burk.
- 242b *Biogeography*. Study of major patterns of distribution of life and of the environmental and historical factors determining these patterns. Prerequisite: any course in ecology or systematics. Given in alternate years. Two two-hour meetings. M T 3-4:50. Miss Horner, Mr Burk.
- 243b *Evolution and Systematics*. Exploration of the processes producing direction and order in evolution and increasing the diversity of life through the formation of new species. M 12, T W 11. Mr Tilley.
- [244a *Concepts of Public Health*. The development of the modern public health movement since its inception, with emphasis on the period from the sanitary awakening of the nineteenth century to the present day. Basic concepts and current activities of official and non-official organizations will be evaluated. Open to juniors and seniors without prerequisite. Th 10, F 10-11:50. Miss Robinton.]
- [245b *Environmental Health*. An analysis of the problems of public health created by man in his environment, including a survey of the controls currently applied to housing, and the contamination of the atmosphere, water, and food supplies. Open to juniors and seniors without prerequisite. Th 10, F 10-11:50. Miss Robinton.]
- 300a *Cell Physiology*. Molecular and cellular aspects of contractility, irritability, conductivity, permeability, and respiration. Prerequisites: 201a, Chemistry 222. Three hours of discussion and one four-hour laboratory. Lec. W Th F 12, Th 11 at the option of the instructor; lab. Th 2-5:50. Mr Gussin.

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- 302b *Molecular Biology.* The molecular basis of cell structure and function, with particular emphasis on protein structure, function, and synthesis. Prerequisite: 300a or permission of the instructor. Two hours of discussion and one four-hour laboratory. Dis. F 10-11:50; lab. Th 2-5:50. Mr de Villafranca.
- 303a *Introduction to Biological Fine Structure.* Discussion of recent advances in the fine structure of biological materials with practice in the basic techniques of electron microscopy. Admission by permission of the instructor. Prerequisite: 201a or permission of the instructor. Lec. W 2; lab. T 1:40-5:50. Mrs Edds.
- [311a *Plant Anatomy.* A study of the microscopic structure of the vegetative and reproductive organs of seed plants. Prerequisite: 111a or b or permission of the instructor. Given in alternate years. Two hours of lecture and two hours of laboratory. W 7:30-9:30 and two hours to be arranged. Mr. Haskell.]
- 312b *Plant Physiology.* Plants as members of our ecosystem; water economy; photosynthesis and metabolism; special emphasis on the study of growth and development as influenced by external and internal factors; survey of some pertinent basic and applied research. Prerequisites: 111a or 111b and 201a. Two lectures and one three-hour laboratory. Lec. Th 10, F 10-11:50; lab. F 2-4:50.
- [313b *Plant Embryology and Development.* An integrative study of embryology, development, and growth physiology of the higher plants. Prerequisites: 202b, 311a, and 312b; or the equivalent by permission of the instructor. Given in alternate years. Four hours of lecture and discussion. W 7:30-9:30 and two hours to be arranged. Mr Haskell.]
- 320a *Bacterial Physiology.* A comprehensive study of bacterial cytology, physiology, and genetics. Prerequisites: 220a and Chemistry 222. Two lectures, one three-hour laboratory, and one hour to be arranged. Lec. M T 2; lab. T 3-5:50. Miss Tyrrell.
- 321a *Pathogenic Microbiology.* An introduction through cultural, biochemical, serological studies to representative species of the more important disease-producing bacteria and fungi; their effect upon man and his world. Prerequisites: 220a and Chemistry 222. One hour of lecture and five hours of laboratory. Th F 2-5. Miss Greene.
- 322b *Principles of Virology.* Introduction to current concepts of virus multiplication and effects on host cells, techniques of virus propagation, and methods of titration and neutralization. Prerequisites: 220a and Chemistry 222. Two

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- lectures, one three-hour laboratory, and one hour to be arranged. Lec. M T 2; lab. T 3-5:50. Miss Tyrrell.
- 327b *Immunology*. An introduction to immunological theory. Various aspects of the immune response in the positive and negative forms will be discussed in the light of theories of antibody formation. Prerequisites: 201a or 220a and Chemistry 222. Th F 2-5. Miss Greene.
- [330b *Developmental Biology*. A study of the experimental evidence for interacting systems in fertilization and in the differentiation of tissues and organs with special emphasis on the cellular and molecular mechanisms in development of organisms of a variety of levels of organization. Prerequisite: 201a or by permission of the instructor. Two hours of discussion and four hours of laboratory. Dis. Th 11-12:50; lab. Th 2-5:50. Miss Powell.]
- 333b *Vertebrate Physiology*. A study of homeostatic and integrative mechanisms in vertebrates. Prerequisites: 130a and Chemistry 222, or permission of the instructor. Three lectures and one three-hour laboratory. Given in alternate years. Lec. M 10-11:50, T 10; lab. T 2-4:50. Mr de Villafranca.
- 340a *Plant Ecology*. A study of plant communities and the relationships between plants and their environment, with emphasis on field work and review of current literature. Two lectures and three hours of laboratory. Lec. Th 3, F 2; laboratory hours to be arranged. Mr Burk.
- 341a *Radiation Biology*. Responses of living matter to high-energy radiations, and movement of radio-nuclides through living systems. Hazards and benefits of radioactivity as an increasing component in scientific methodology and in the environment. Admission by permission of the instructor. Recommended background: 202b, Chemistry 222, and Physics 115. Two lectures, two hours of laboratory and demonstration, and independent work. Mr Osborne.
- 345b *Animal Behavior*. Study of vertebrate and invertebrate behavior; orientation, navigation, and migration, activity rhythms; social behavior, with emphasis on problems of communication; ethograms; learned and unlearned behavior as related to ecology and evolution. Prerequisites: three semester courses from Fields B and E. One two-hour lecture and one four-hour laboratory. Lec. T 11; lab. Th 2-5:50. Miss Horner.
- 346b *Ecology of Man*. The situation of man in nature as an evolutionary and historical complex. Open to juniors and seniors without prerequisite. Lec. Th 7:30-9:30. Mr Tilley.
- 350a, 350b *Special Studies*.

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SEMINARS

- [324a *Backgrounds of Microbiology*. A survey of the discoveries and developments in scientific thinking which culminated in the science of microbiology. Prerequisite: 220a. W 7:30-9:30. Miss Robinton.]
- [325b *Health Education*. Problems in the dissemination of accurate public health information to the individual and to the community. W 7:30-9:30. Miss Robinton.]
- 326b *Modern Concepts in Microbiology*. Recent developments in microbiology and immunology. Directed readings and group discussion. Prerequisite: 220a. Th 7:30-9:30. Miss Greene.
- 337a *Topics in Genetics*. Presentation and discussion of current research. Prerequisite: 202b or permission of the instructor. Mr Osborne.
- 338a *Topics in Cell Biology*. Molecular regulation of cellular metabolism, Prerequisite: 201a and chemistry 222. M 7:30-9:30. Mr Gussin.

See also courses in the History of Science, pp. 216-217.

GRADUATE

Adviser: Mr Burk.

Courses will be available as needed and may be open to seniors by special permission if they have satisfactorily completed all the requirements for the major.

- 400, 400a, 400b *Research and Thesis*.
- 404a, 404b *Advanced Studies in Molecular Biology*. Members of the Department.
- 410a, 410b *Advanced Studies in Botany*. Members of the Department.
- 420a, 420b *Advanced Studies in Microbiology*. Members of the Department.
- 430a, 430b *Advanced Studies in Zoology*. Members of the Department.
- 432a *Advanced Vertebrate Anatomy*. Detailed comparative analysis of one or more organ systems with emphasis on functional and evolutionary considerations. Admission by permission of the instructor. One hour of lecture and five or more hours of independent laboratory work. Miss Horner.
- 440a, 440b *Advanced Studies in Environmental Biology*. Members of the Department.
- 450a, 450b *Seminar on recent advances and current problems in the Biological Sciences*. Selected topics for reading and individual reports. Members of the Department.

THE BIOLOGICAL SCIENCES

THE MAJOR

Advisers: Field A, Mrs Edds; Field B, Mr Tilley; Field C, Mr Haskell; Field D, Miss Tyrrell; Field E, Miss Horner.

Based on 100a or b and Chemistry 101a, or 102a or b, or 103a. Any alternatives require approval of the Chairman of the Department.

Requirements: Nine semester courses, above the basis of the major and including a minimum of six courses in the field of concentration and two distributed in other fields within the department. An examination to be taken in the senior year.

Fields: A. Molecular and Cellular Biology (201a*, 202b, 300a, 302b, 303a, 330b, 337b; Chemistry 222*)

B. Environmental Biology (202b, 240a*, 241a, 242b, 243b*, 244a, 245b, 340a, 341a, 345b, 346b; Geology 331b)

C. Botany (111a*, 202b, 210, 211a* or 212b*, 213b*, 214b, 311a, 312b*, 313b, 340a)

D. Microbiology (202b, 220a*, 320a, 321a, 322b, 324a, 326b, 327b; Chemistry 222*)

E. Zoology (130a*, 131b*, 132b, 202b, 231a, 232b, 333b, 345b, 432a)

*Course required within the field of concentration.

HONORS

Director: Mr Haskell.

Basis: The same as that for the major.

Requirements: Nine semester courses above the basis, as for the major, and one course in each semester of the senior year involving an individual investigation culminating in a thesis.

An examination and an oral presentation and defense of the thesis.

PREMEDICAL PROGRAMS

Advisers: Miss Tyrrell for juniors and seniors; Miss Greene, Mr Hellman (Chemistry), Mrs Senechal (Mathematics) for freshmen and sophomores.

Students may prepare for medical school by majoring in any department if they include in their programs courses which meet the minimum requirements for entrance to most medical schools. These requirements are: one year each of English, inorganic chemistry, organic chemistry, physics, and general biology. Other courses often recommended are vertebrate zoology, genetics, embryology, physical chemistry, and mathematics through calculus. It is desirable for those interested in pre-medical preparation to elect four semesters of science or mathematics in their freshman year. Students should not elect courses which will later be taken in medical school. Since medical schools differ in the details of their requirements, students should inquire as early as possible about the requirements of the schools of their choice in order to plan their program appropriately.

CHEMISTRY

PROFESSORS:	KENNETH WAYNE SHERK, PH.D. MILTON DAVID SOFFER, PH.D. †GEORGE STONE DURHAM, PH.D.
ASSOCIATE PROFESSORS:	GEORGE MORRISON FLECK, PH.D., <i>Chairman</i> KENNETH PAUL HELLMAN, PH.D.
ASSISTANT PROFESSORS:	THOMAS HASTINGS LOWRY, PH.D. EMILY CAROL BOSSERT, PH.D.
POSTDOCTORAL FELLOW:	LÅLE AKA BURK, PH.D.
TEACHING FELLOWS:	SUSAN ADAIR LAZARUS, A.M. ÖZLENEN ESER KALAV, A.M. GEORGE BOBOTAS, B.A.
RESEARCH ASSOCIATE:	NANCY LOWRY, PH.D.

Students who are planning to major in chemistry should elect an introductory chemistry course in the freshman year. They are advised to complete Mathematics 102a and 103b, or 103a and 104b the first year. They should consult with a member of the department early in their college career.

All intermediate courses require as prerequisite a semester course in introductory chemistry or a score of 4 or 5 on the Advanced Placement examination.

101a *General Chemistry*. An introductory course designed for students with no previous chemistry and for those whose background in chemistry is weak. The course will consider some of the basic facts of experimental chemistry and the interpretation of these facts through the use of models of various kinds. One laboratory per week. Lec. W Th F 12, Th 11 at the option of the instructor; lab. M 2-4:50. Mr Lowry.

102a *General Chemistry*. A basic course, with emphasis on the relationships of the properties of matter to atomic and molecular structure. Laboratory projects will emphasize quantitative techniques. For students with the equivalent of one year of high school chemistry. One laboratory per week. Lec. W Th F 12, Th 11 at the option of the instructor; lab. T or Th 2-4:50. Mr Hellman.

102b A repetition of 102a. Lec. W Th F 12, Th 11 at the option of the instructor; lab. M 2-4:50. Mr Hellman.

103a *General Chemistry*. A quantitative approach. For students with strong secondary school preparation in chemistry. One laboratory per week. Lec. W Th F 12, Th 11 at the option of the instructor; lab. M 2-4:50. Mr Sherk.

PHYSICAL SCIENCE 193 *From Atoms to Galaxies*. See p. 217.

CHEMISTRY

- 211b *Chemistry of the Transition Metals.* Coordination chemistry, with consideration of the several transition series. Prerequisite: a semester course in introductory chemistry. One laboratory per week. Lec. M 10-11:50, T 10; lab. T 2-4:50. Mr Sherk.
- 212a *Chemical Periodicity.* Comparative chemistry, with emphasis on contrasts and trends within the periodic system of the elements. Metals and non-metals, acids and bases. Prerequisite: a semester course in introductory chemistry. W Th F 12, Th 11. Miss Bossert.
- 222 *Organic Chemistry.* An introductory course in the theory and practice of organic chemistry. Prerequisite: a semester course in introductory chemistry. Four lectures and one laboratory. Lec. M T 12, T W 11; lab. M T Th or F 2-4:50. Mr Soffer.
- 222a The first semester of 222. (The full year course, 222, is required for graduate work in chemistry.) Lec. M T 12, T W 11; lab. M T Th or F 2-4:50. Mr Soffer.
- 231 *Chemical Thermodynamics.* In the first semester, fundamental principles with applications to gases, solutions and homogeneous chemical equilibrium; in the second, applications to heterogeneous equilibria, electrochemistry, introductory statistical thermodynamics and reaction rates. Prerequisites: laboratory per week. First semester: lec. M 10-11:50, T 10, and one hour to be arranged; second semester: lec. M T 8:40-9:50, W 9; lab. M or T 2-4:50. Mr Fleck.
- 231a The first semester of 231. Lec. M 10-11:50, T 10, and one hour to be arranged; lab. M or T 2-4:50. Mr Fleck.
- 241b *Structure of Molecules.* Shapes of molecules, and theories about the nature of chemical bonds. Emphasis on methods of group theory and quantum theory. Prerequisite: a semester course in introductory chemistry. Recommended background: Mathematics 201a or b. W Th F 12, and Th 11 at the option of the instructor. Mr Fleck, Miss Bossert.
- 301, 301a, 301b *Special Studies.*
- 305a *Advanced Laboratory, I.* A series of experiments introduces advanced techniques of synthesis, purification, characterization, and analysis of organic and inorganic substances. Prerequisites: 211b and 222a. Six laboratory hours and one hour of classroom discussion at the option of the instructor. Th F 2-4:50; dis. Th 5 at the option of the instructor. Mr Lowry, Miss Bossert.
- 305b A repetition of 305a. Th F 2-4:50; dis. Th 5 at the option of the instructor. Mr Lowry, Miss Bossert.

CHEMISTRY

- 306a *Advanced Laboratory, II.* Extended experimental sequences, each of approximately four weeks duration, requiring the use of advanced techniques. Students will have the opportunity to select experiments from a list of possibilities and will contribute to the design of procedures. Prerequisite: 305a or b. Six laboratory hours. Th F 2-4:50. Mr Lowry, Miss Bossert.
- 306b A repetition of 306a. Th F 2-4:50. Mr Lowry, Miss Bossert.
- 313a *Inorganic Mechanisms.* Current theories about the mechanisms of inorganic reactions. Ligand substitution and isomerization reactions of coordination compounds. Electron-transfer reactions. Catalysis. Prerequisite: 211b or 212a. T W 11, T 12. Miss Bossert.
- 323b *Organic Mechanisms.* Concepts of reaction mechanism are used to establish relationships among various organic reactions and to interpret chemical properties in terms of molecular structure. Prerequisite: 222. M 10-10:50, T 10. Mr Lowry.
- 352a *Biochemistry.* The chemistry of biologically active substances. Prerequisites: 222, 231a, and an introductory course in a biological science. Two lectures and one laboratory. Lec. Th F 8:40-9:50; lab. M 2-4:50. Mr Hellman.

See also courses in the History of Science, pp. 216-217.

GRADUATE

It is suggested that a student majoring in chemistry take at least one graduate course.

Adviser: Mr Soffer.

400, 400a, 400b *Research and Thesis.*

401a, 401b *Special Studies.*

- [428b *Organic Reactions.* Discussion of selected organic reactions of current interest, with emphasis on theoretical aspects. Prerequisite: 323b or permission of the instructor. Alternates with 429b. Mr Lowry.]
- 429b *Carbocyclic Natural Products.* The chemistry of terpenic and steroid substances, with particular emphasis on methods of structural investigation and synthesis. Alternates with 428b. Mr Soffer.
- 435a *Systems Chemistry.* Systems analysis of simultaneous, coupled reactions, their approach to the equilibrium state, and description of the equilibrium state. Prerequisites: 231a; 313a or 323b or 352a. Mathematics 113 and 201 are recommended. Three lectures. Mr Fleck.

CHEMISTRY

- 445b *Topics in Molecular Spectroscopy and Quantum Chemistry.* Topics will be selected from the areas of theory of molecular spectra and quantum mechanical description of chemical bonding. Prerequisite: 241b. Mr Lowry.
- 457b *Selected Topics in Biochemistry.* A detailed treatment, from the chemical standpoint, of selected topics of current biochemical interest. Prerequisite: 352a. Mr Hellman.

THE MAJOR

Advisers: Members of the Department.

Required courses: an introductory course; five intermediate courses, including 211b or 212a, 222 or 222a, 231 or 231a, and 241b; two advanced courses including 305a or b, and 313a or 323b; two additional courses in chemistry; and Mathematics 104a or b or its equivalent.

A paper or project report due at the end of the senior year.

Students planning graduate study in chemistry are advised to include Chemistry 222 and 231, Physics 115, and Mathematics 202a or b, or 201a or b, in their programs of study.

A major program which includes the following courses meets the requirements of the American Chemical Society for eligibility for professional standing: Chemistry 222, 231, 306a or b, 313a, and 323b; Physics 115; Mathematics 202a or b; and German 111 or Russian 101.

HONORS

Director: Mr Hellman.

Required courses: an introductory course; five intermediate courses, including 211b or 212a, 222 or 222a, 231 or 231a, and 241b; two advanced courses including 305a or b, and 313a or 323b; two additional courses in chemistry; and Mathematics 104a or b or its equivalent.

An individual investigation pursued throughout the senior year.

An oral presentation of the honors thesis.

CHINESE

See p. 216.

CLASSICAL LANGUAGES & LITERATURES

PROFESSORS: GEORGE EDWARD DIMOCK, JR., PH.D.
 CHARLES HENDERSON, JR., PH.D., *Chairman*
ASSISTANT PROFESSORS: †ROBERT THEODORE STEWART BAXTER, PH.D.
 STEPHEN MICHAEL SIMPSON, PH.D.
 THALIA ALEXANDRA PANDIRI, PH.D.

Majors are offered in Greek, Latin, Classics, and Ancient Studies. Properly qualified students in these majors have the opportunity of a semester's study at the Intercollegiate Center for Classical Studies in Rome. (See p. 56.)

Students planning to major in Classics or in Ancient Studies are advised to take relevant courses in other departments, such as Art, History, Philosophy, and modern languages.

GREEK

- 111 *Elementary Course.* Introduction to the language; selections from Greek literature. Five class hours. M T W Th F 9. Mr Simpson.
- 212a *Plato: Selected Dialogues.* Prerequisite: two units in Greek or 111. M 12, T W 11, T 12 at the option of the instructor. Mr Dimock.
- 212b *Homer, Iliad.* Prerequisite: 212a or permission of the instructor. M 12, T W 11, T 12 at the option of the instructor. Mr Dimock.
- 221b *Prose Composition.* Prerequisite: two units in Greek or 111. One class hour. *One-half course credit.* T 4. Mr Dimock.
- 301a, 301b *Special Studies.* Admission by permission of the department for majors and honors students who have had four advanced courses in Greek.
- 321a *The Drama: Sophocles and Euripides.* Prerequisite: 212b or three units in Greek. W Th F 12, Th 11 at the option of the instructor. Miss Pandiri.
- 322b *Homer.* Prerequisite: 212b or permission of the instructor. W Th F 12, Th 11 at the option of the instructor. Miss Pandiri.
- [323a *Herodotus.* Prerequisite: 212b or three units in Greek. To be given in 1972-73.]
- [324b *The Drama: Aeschylus and Aristophanes.* Prerequisite: 323a or permission of the instructor. To be given in 1972-73.]
- [331a *Drama.* Prerequisite: 322b, 324b, or permission of the instructor. To be given in 1972-73.]
- 332b *Greek Historians.* Prerequisite: 322b, 323a, 324b, or permission of the instructor. W Th F 10, F 11 at the option of the instructor. Miss Pandiri.

CLASSICAL LANGUAGES & LITERATURES

333a *Selections from Lyric and Pastoral Poets.* Prerequisite: 322b, 324b, or permission of the instructor. W Th F 10, F 11 at the option of the instructor. Mr Simpson.

[334b *Plato.* Prerequisite: 322b, 324b, or permission of the instructor. To be given in 1972-73.]

451a, 451b *Studies in Greek Literature.* This will ordinarily be an enriched version of 331a, 332b, 333a, or 334b.

RELIGION 287b *Greek Religious Texts.* Reading and discussion of religious texts of the Hellenistic period in the original. Prerequisite: Greek 111 or the equivalent. Hours to be arranged. Mr Donfried.

[RELIGION 328b *Directed Readings in Religious Texts: Hebrew, Greek or Latin.* Prerequisite: one of the following (or the equivalent): Greek 111; Latin 111a and 112b; or Religion 185. Admission by permission of the instructor. Hours to be arranged. Mr Donfried.]

Adviser of graduate study: Mr Dimock.

LATIN

111a *Elementary Course.* An intensive course in Latin grammar, designed to prepare the beginner to enter 112b in the second semester. Six class hours. M T Th F 8:40-9:50, W 9. Miss Pandiri.

112a *Poetry of Ovid.* Prerequisite: two units in Latin or the equivalent. W Th F 12, Th 11 at the option of the instructor. Mr Simpson.

112b *Virgil, Aeneid.* Prerequisite: 111a, 112a or permission of the instructor. W Th F 9. Miss Pandiri.

214a *Catullus and Horace.* Prerequisite: 112b or three units in Latin, including Virgil. M T 2, W 3. Mr Henderson.

214b *Livy.* Prerequisite: 214a or permission of the instructor. M T 2, W 3. Mr Henderson.

221a *Prose Composition.* Prerequisite: 214b or permission of the instructor. One class hour. *One-half course credit.* T 4. Mr Henderson.

301a, 301b *Special Studies.* Admission by permission of the department for majors and honors students who have had four advanced courses in Latin.

CLASSICAL LANGUAGES & LITERATURES

- 321a *Roman Comedy*. Prerequisite: 214b or permission of the instructor. M 10-11:50, T 10. Mr Dimock.
- 322b *Medieval Latin*. Prerequisite: 214b or permission of the instructor. M 10-11:50, T 10. Mr Henderson.
- [323a *Sallust and Tacitus*. Prerequisite: 214b or permission of the instructor. To be given in 1972-73.]
- [324b *Latin Elegy and Pastoral Poetry*. Prerequisite: 214b or permission of the instructor. To be given in 1972-73.]
- [325a *Renaissance Latin*. Prerequisite: 214b or permission of the instructor.]
- [333a *Virgil*. Prerequisite: 321a, 322b, 323a or 324b, or permission of the instructor. To be given in 1972-73.]
- [334b *Latin Satire*. Prerequisite: 321a, 322b, 323a or 324b, or permission of the instructor. To be given in 1972-73.]
- 335a *Cicero*. Prerequisite: 321a, 322b, 323a or 324b, or permission of the instructor. M 12, T W 11, T 12 at the option of the instructor. Mr Henderson.
- 336b *Lucretius*. Prerequisite: 321a, 322b, 323a or 324b, or permission of the instructor. W F 1:40-2:50. Mr Simpson.
- 337 *History of Latin Literature*. Prerequisite: 321a, 322b, 323a or 324b, or permission of the instructor. M T W 9. Mr Henderson.
- 451a, 451b *Studies in Latin Literature*. This will ordinarily be an enriched version of 333a, 334b, 335a, or 336b.

Adviser of graduate study: Mr Henderson.

CLASSICS, GREEK OR LATIN

- 450, 450a, 450b *Research and Thesis*. (May be taken for double credit.)

CLASSICS IN TRANSLATION

- 227b *Mythology*. The nature, purposes, and persistence of myth. Near Eastern, classical and other mythologies. Various approaches to myth with some attention given to its literary uses. W Th F 12, Th 11 at the option of the instructor. Mr Simpson.

CLASSICAL LANGUAGES & LITERATURES

- 228b *Classical Drama*. Representative plays of Aeschylus, Sophocles, Euripides, and Aristophanes together with a comparative study of their adaptations by later dramatists, e.g., O'Neill, Cocteau, Anouilh. M 10-11:50, T 10. Mr Dimock.
- 231a *The Classical Tradition: Hero and Anti-Hero*. A study of the fictional hero in antiquity, with emphasis on the romantic and picaresque hero in Greek and Roman literature and including parallels in later literature. Readings from such authors as Homer, Sophocles, Virgil, Lucian, Petronius, Apuleius, Boccaccio, Chaucer, Rabelais, Fielding, John Barth, and Ken Kesey. W Th F 10, F 11 at the option of the instructor. Miss Pandiri.
- [232b *The Classical World: The Ages of Augustus and Nero*. A study of the contrasts between two major periods in Roman literature, culture, and morality.]

THE MAJOR IN GREEK, LATIN, OR CLASSICS

Advisers: Mr Dimock, Mr Henderson.

Basis: In Greek, 111; in Latin, 112b; in Classics, 111 and 112b.

Requirements: In Greek, eight semester courses in the language in addition to the basis; in Latin, eight semester courses in the language, in addition to the basis and including 337; in Classics, eight semester courses in the languages, in addition to the basis and including not less than two in either language.

A comprehensive examination which will have two parts: part one, to be taken no later than the first semester of the senior year, will test the candidate's ability to read Greek or Latin, or both; part two, which may be taken at the end of the senior year, will test her general knowledge of Greek or Roman literature and culture, or both. A part of this latter examination may, at the student's request, be devoted to a special field of her own choice.

HONORS IN GREEK, LATIN, OR CLASSICS

Directors: Mr Dimock, Mr Henderson.

Requirements: The same as those for the major, with the addition of a long paper, equivalent to one or two semester courses, to be written in the first semester of the senior year.

Two Examinations: One, the same as the comprehensive examination for majors (both parts); the other, an examination in the general area of the long paper.

INTERDEPARTMENTAL MAJOR
IN
COMPARATIVE LITERATURE

Adviser: Mr Connelly.

A study of literature in at least two languages, one of which may be English.

The major is offered only to candidates for Honors. Before entering it, the student must prove a reading proficiency at the level of French 228 or 229, German 225, Greek 212, Italian 226, Latin 214, Russian 121, or Spanish 212 in the language or languages she elects. If she has not proved her ability in courses at Smith College, her proficiency will be judged by the departments concerned. If it is necessary for the student to take courses in the language or languages she elects in order to achieve this level of proficiency, these may have to be taken over and above the normal degree program in order for the student to meet the basic College requirement that sixteen semester courses must be taken outside the major. (See p. 49.)

Basis: General Literature 291 (See p. 216.)

Requirements:

That portion of a complete major in one literature above the assumed reading proficiency level in the language.

Five semester courses at the advanced level in a second literature.

Special Studies, a semester tutorial in a comparative field.

An Honors thesis, written in English or a foreign language, equivalent to one semester course.

Three examinations: A departmental examination in one literature; a topical examination in the student's special area of comparative studies; an oral defense of the thesis in English.

ECONOMICS

PROFESSORS:	GEORGE FISK MAIR, PH.D. KENNETH HALL MCCARTNEY, PH.D. ROBERT TABOR AVERITT, PH.D.
ASSOCIATE PROFESSORS:	FRED HENRY LEONARD, PH.D., <i>Chairman</i> CHARLES MELVIN SACKREY, JR., PH.D.
ASSISTANT PROFESSORS:	MARK ALDRICH, PH.D. WILLIAM ROBERT BUECHNER, B.A. CAROL LEE JUSENIUS, A.M.
LECTURER:	JAMES A. KANE, PH.D.

Freshmen who are considering a major in the department and who hope to spend their junior year abroad are strongly advised to take 110a and 110b in the freshman year and to take additional courses in economics in their sophomore year. Majors in economics are strongly advised to take at least two of the following courses: 250a, 253b, 280b, Social Science 190a.

A. GENERAL COURSES

- 110a *The Structure and Functioning of the American Economy, I.* Major determinants of inflation, unemployment, and the potential standard of living in the United States; policies of the "New Economics." M T W 9; M T 12, W 11; M T 2, W 3; W Th F 10; W Th F 12; W F 2, Th 3. Mr Aldrich (*Director*). Members of the Department.
- 110b *The Structure and Functioning of the American Economy, II.* An introduction to supply and demand, and an analysis of contemporary economic problems. M T W 9; M T 12, W 11; M T 2, W 3; W Th F 10; W Th F 12; W F 2, Th 3. Mr Buechner (*Director*). Members of the Department.
- SOCIAL SCIENCE 190a *Introduction to Statistics for Social Scientists.* The fundamental problems in collecting, summarizing, and interpreting empirical data, with attention to basic descriptive statistics, elementary probability, the concept of a sampling distribution and its role in statistical inference, association and correlation. Two class hours and one two-hour laboratory. Lec. W F 12; lab. Th 11-12:50. Mr Jahnige (Government).
- 201a *Problems of the Modern Economy.* A pro-seminar devoted to the use of analytical techniques. Topic for 1971-72: The Military and the American Economy. Prerequisites: 110a and 110b. T 3-4:50. Mr Aldrich.
- 202b *Problems of the Modern Economy.* A pro-seminar devoted to the use of analytical techniques. Topic for 1971-72: Environmental Economics. Prerequisites: 110a and 110b. T 5, Th 4-5:50. Mr Leonard.

- [281a *European Economic History.*]
- 310b *Analysis of Economic Problems.* Topic for 1971-72: Regional Economics. Prerequisite: 110a and 110b, or permission of the instructor. M 3-4:50. Mr Kane.

B. ECONOMIC THEORY

- 250a *The Price System.* The theory of price and output determination, the behavior of consumers and producers under various market structures, and the welfare implications of various solutions. M 12, T W 11. Mr Buechner.
- 253b *Income, Employment, and Growth.* A consideration of aggregative economic theory as a framework for analyzing the determination of the level, and changes in the level of national output. Prerequisite: 110a. W 2, Th 3, F 2. Mr Leonard.
- [265a *Theory of Income Distribution.* An examination of the theory and contemporary issues pertaining to the distribution of income and wealth.]
- 270b *History of Economic Thought.* A study of the major economists from Adam Smith through John Maynard Keynes; their contribution to economics; the uses made of their work; the intellectual climate of their time; an appraisal of the intellectual heritage of contemporary economics. Prerequisite: 110a and b. M 10-11:50, T 10. Mr Averitt.
- 280b *Economics Statistics.* An introduction to statistical problems most frequently encountered in economics. Regression, correlation, index numbers, time series, an introduction to econometrics, and selected applied topics. Prerequisite: Social Science 190a or Mathematics 105a or permission of the instructor. Lec. M 12, W 11; lab. T 11-12:50. Miss Jusenius.
- 401b *Graduate Seminar: Contemporary Economic Theory.* Advanced study of current economic theories and methodology. Topic for 1971-72: The Theory of Economic Growth. Prerequisite: 253b or permission of the instructor. M 7:30. Miss Jusenius.

C. THE AMERICAN ECONOMY

- [215a *Government and Business.* Recommended background: 110a or 110b.]
- [220b *Labor Problems and Public Policy.* The nature of labor problems in an industrial society. The development of labor organizations, and the impact of the

ECONOMICS

process of collective bargaining on employment conditions. The role of the trade union in a free economy, and evolution of public policy toward labor-management relations. Prerequisite: 110b or 250a.]

- [221a *Manpower and Social Welfare Policy*. Study of selected manpower and welfare issues in the context of the distribution of income in the United States. Some reference to European contributions to the issues. Recommended background: 110a and 110b.]
- 228a *American Economic Structure*. A study of the American economy as a general system designed to achieve economic development, economic efficiency, and individual welfare. Recommended background: 110b. W Th F 12. Mr Averitt.
- 230a *Urban Economics*. An introductory economic analysis of selected urban problems, with optional field work in local government and private agencies. Prerequisite: 110a or 110b. T 5, Th 4-5:50. Mr Sackrey, Mr Kane.
- 240a *The United States Financial System*. Topic for 1971-72: Public Finance. An analysis of the problem of financing public economic activity. Prerequisite: 110a and 110b. M T 2, W 3. Mr Buechner.
- 285b *American Economic History: 1870-1950*. The rise of industrialism in the United States, and the response to it. Analysis of American economic development, the problems it created, and the ways in which Americans have tried to cope with these problems. Recommended background: 110a or 110b. W Th F 12. Mr. Aldrich.
- [315b *Seminar: Industrial Organization*. Contemporary and traditional issues in the social control and performance of industrial markets. Recommended background: 215a.]
- [320a *Seminar: Problems in Labor Economics*. Study of selected contemporary problems and issues of labor relations and manpower economics in their institutional and theoretical framework. Prerequisites: 220a and 250 or permission of the instructor.]
- 325b *Seminar: Problems in Macroeconomic Policy*. Current problems in the United States with emphasis on the results of monetary and fiscal policies and controversy over their relative effectiveness in achieving the nation's economic objectives. Prerequisite: 253b. M 3-4:50. Mr Leonard.
- 330b *Seminar: Urban Economics*. Selected current problems in urban economics. Recommended background: 230a. T 7:30. Mr Sackrey.

[HISTORY AND SOCIAL SCIENCE 395b. *Interdepartmental Seminar in Economics, Government, History, and Sociology.*]

D. INTERNATIONAL AND COMPARATIVE ECONOMICS

- 205b *International Economic Problems.* Introduction to postwar international economic problems, and their historical and theoretical backgrounds. Prerequisites: 110a or 253a and 110b or 250b, or permission of the instructor. M T 2, W 3. Mr Buechner.
- [209a *Comparative Economic Systems.* Description, underlying theories, problems, changes, and trends in the economies of the U.S. and the U.S.S.R. in recent years. Prerequisites: 110a or 253a and 110b or 250b, or permission of the instructor.]
- 211a *Problems of Underdeveloped Countries.* A comparative study of the economies of selected underdeveloped countries in their political and social setting. Prerequisites: 110a or 253a and 110b or 250, or permission of the instructor. M 10-11:50, T 10. Miss Jusenius.
- 214b *Population Problems and Policies.* The crucial role of population in current world developments. Trends and significance of basic factors: births, deaths, and migration. Population quality. Comparative survey of the population situation and policies in important areas of the world. M T W 9. Mr Mair.
- [305b *Seminar: Topics in International and Comparative Economics.* The seminar is conducted as a workshop project.]
- 318b *Seminar: Latin American Economics.* The structure and potential for development of selected Latin American economies. Prerequisites: 110a or 110b, or permission of the instructor. Recommended background: a course in Latin America or underdeveloped areas. T 3-4:50. Miss Jusenius.
- [323a *Seminar: Economic Development in Africa South of the Sahara.* Comparative examination and analysis of economic characteristics and development problems of selected African countries. Prerequisites: 110a and 110b, or permission of the instructor. Recommended background: a course in Africa south of the Sahara or underdeveloped areas.]
- [335b *Comparative Labor Movements.* Analysis of the models of labor relations systems associated with Western capitalist economies and the centrally-planned economies, and their relevance for labor relations in developing countries.]

ECONOMICS

301, 301a, 301b *Special Studies*. Admission by permission of the department for majors who have had four semester courses in economics above the introductory level.

[302b *Directed Reading*. For seniors only.]

THE MAJOR

Advisers: Mr Aldrich, Mr Averitt, Mr Buechner, Miss Jusenius, Mr Leonard, Mr McCartney, Mr Sackrey.

Basis: 110a and 110b.

Requirements: a minimum of nine semester courses and/or seminars, including the basis.

Examination: By mid-October of the senior year, every senior major will be given a set of questions concerning the nature of economic theory, of economic policy, and the relationship between theory and policy. Each student may elect *either* to submit a brief essay (10 pages maximum) answering one or more questions *or* to write an examination paper on one or more questions during the period set aside for comprehensive examinations in May. Comprehensive essays are due on April 17. Essays judged unsatisfactory may be revised and resubmitted by May 15.

The purpose of the comprehensive essay or examination in economics is to encourage every major to consider carefully the nature and characteristics of her discipline.

Majors may spend the junior year abroad if they meet the College requirements.

HONORS

Director: Mr Averitt.

Based on: 110a and 110b.

Requirements: nine semester courses including 110a, 110b, 250a, 253b, and a long paper counting as one semester course. The long paper must be submitted to the Director by March 15.

Examination: Honors candidates must take a comprehensive examination or write a comprehensive essay as described above for non-honors majors.

EDUCATION & CHILD STUDY

PROFESSOR:	LAWRENCE A. FINK, ED.D., <i>Chairman</i>
ASSOCIATE PROFESSORS:	†SEYMOUR WILLIAM ITZKOFF, ED.D. RAYMOND A. DUCHARME, JR., ED.D.
ASSISTANT PROFESSORS:	ROY LEONARD SMITH, PH.D. EDNA M. MITCHELL, PH.D. RAYMOND H. GILES, JR., M.A. ALAN L. MARVELLI, M.E.D.
TEACHING FELLOWS:	ALICE EDWARDS, A.B. MARTHA W. GORDON, A.B. MARJORIE ANN MOLLISON, A.B. ANNE HAYDEN NICKEL, A.B.
LECTURERS:	JOHN JOSEPH FEENEY, M.ED. BARBARA BREE FISCHER, M.A. WILLIAM ILSON, A.M. ROBERT MICHAEL MORIARTY, M.ED. JEAN T. PEMBERTON, B.MUS.

Students who, irrespective of major, desire to comply with the varying requirements of different states for certificates to teach in public elementary and secondary schools are urged to consult the department as early as possible during their college course.

A. HISTORICAL AND PHILOSOPHICAL PERSPECTIVES

- 120b *Education and the Liberal Arts.* History of the development of the concept of a liberal arts education. Comparative study of different methods of scholarly inquiry. Not open to students who have taken or are taking 121a and 122b. M 10-11:50, T 10. Mr Fink.
- [121b *Foundations of Education.* Historical and philosophical background of modern education. Study of the educational thought of Plato, Aristotle, Marcus Aurelius: The Greco-Roman Tradition. M T 1:40-2:50. Mr Itzkoff.]
- 122b *Foundations of Education.* Historical and philosophical background of modern education. Study of the educational thought of Comenius, Rousseau, Spencer, Dewey: The Modern Tradition. M T W 9. Mrs Mitchell.
- 234b *Modern Philosophies of Education.* An examination of recent views on aims and values in education. A consideration of curricular, institutional, and moral issues. Opportunity for independent research. Th F 8:40-9:50. Mr Ducharme.

EDUCATION & CHILD STUDY

- 236a *American Education.* Evolution of American educational thought and institutions; the development of American education related to the growth of the nation and the changing social order. M 10-11:50, T 10-10:50. Mr Fink.
- [337b *Comparative Education.* The values of national cultures as exemplified in their educational objectives. Analysis of undeveloped and advanced societies. Problems of contemporary education in an intercultural world. M 10-11:50, T 10. Mr Itzkoff.]

B. THE EDUCATIONAL PROCESS

- 200a *Education in the Urban Ghetto.* Education problems of the inner-city considered in the context of schools, teachers, students, and community. Students will tutor at least one hour per week in urban schools or in extra-curricular service organizations. Students tutoring in schools should reserve one morning each week (Monday, Wednesday, or Thursday) for tutoring. Open to freshmen by permission of the instructor. T 3-5. Mr Ducharme.
- [200b A repetition of 200a. T 3-5. Mr Ducharme.]
- 203a *Education of Black Americans.* Black Americans and public education in the United States, past and present. Special emphasis on the social context of education within the black community in both the South and the North and on definitions of education within the black community. W 7:30-9:30. Mr Giles.
- 231b *Preschool Children: Curricular Theory and Practice.* The influence of Froebel, Montessori, Dewey, Piaget, and others. Children's needs, types of play materials, teaching techniques, curriculum development, various actual programs, and other topics. Direct contacts with preschool children; conferences with teachers. For prospective nursery school and kindergarten teachers. M T 1:40-2:50. Mrs Mitchell.
- 232b *Foundations of Secondary Education.* A study of the American secondary school as a changing social institution. An analysis of teachers, students, and curriculum; urban problems; the Negro and education. Directed classroom observation. Not open to freshmen. M 10-11:50, T 10. Mr Ducharme.
- 235a *Child Growth and Development.* A study of theories of the growth and development of children from early years through adolescence in relation to the educative process; the basic considerations of teaching as an introduction to participation in the classroom. Directed observations and experiences in a variety of school situations. Not open to freshmen. M 12, T 11-12:50. Mrs Mitchell.
- 235b A repetition of 235a. M 12, T 11-12:50. Mr Smith.

EDUCATION & CHILD STUDY

- 239a *Educational Evaluation and Guidance.* Study of the various means of evaluating learning and teaching; principles of guidance as they affect growth and development throughout the school years. A laboratory period will be arranged. M T 8:40-9:50. Mr Smith.
- [341b *The Child in Modern Society.* The place of the child in society; mental hygiene of early childhood; social and educational agencies concerned with child welfare. Directed observations. M T 1:40-2:50.]
- 342a *The Teaching-Learning Process.* The application of educational psychology emphasizing current research on the instructional process, the conditions of cognitive learning and the psychology of teaching. Admission by permission of the instructor. M 7:30. Mr Smith.
- [347b *Deprivation and The Educative Process.* Pertinent research and practice in the study teaching of today's children from early childhood through adolescence within the framework of the educative process as influenced by social, economic, and educational deprivation.]

C. THE FOLLOWING COURSES OFFER OPPORTUNITIES FOR INTERN TEACHING

- 109a *The Teaching of Elementary Mathematics.* A course for prospective teachers in elementary school. Selection and presentation of mathematics in the primary curriculum. Observation, directed teaching and/or tutoring, and two class hours weekly. No prerequisite in mathematics. Open only to juniors and seniors. Offered in alternate years. Th 3-5. Mrs Dickinson (Mathematics).
- 250b *The Teaching of Mathematics.* A course for prospective teachers of mathematics in secondary schools. Selection and presentation of mathematics in the secondary curriculum. Observation and directed teaching, and two class hours weekly. Prerequisites, two semester courses beyond Mathematics 202a or b. Th 3-5. Mrs Dickinson (Mathematics).
- 300b *The Teaching of Spanish.* Problems and methods in the teaching of the Spanish language; practice teaching. Hours to be arranged. Mr Allegro (Hispanic Studies).
- 302a, 302b *The Teaching of English.* A course for prospective teachers of English in secondary schools. The teaching of composition and literature. Selection and presentation of material. Demonstration and practice. Admission by permission of the instructor. M T 2, W 3. Mrs Bramwell (English).

EDUCATION & CHILD STUDY

- 305a *The Teaching of Art.* The process, philosophy, planning and organizing of creative activities in the elementary and secondary schools through the use of several media with emphasis on found materials. For juniors and seniors by permission of the instructor. M 7:30. Mr Ilson.
- 305b A continuation of 305a. For juniors and seniors by permission of the instructor. M 7:30. Mr Ilson.
- 306a *The Teaching of French.* Problems and methods of modern language teaching in the elementary and secondary schools. Practice teaching at these levels in the Northampton schools. Admission by permission of the instructor. W 7:30. Mr Buteau (French).
- 307b A continuation of 306a. Prerequisite: 306a (formerly 310a) or permission of the instructor. W 7:30. Mr Buteau (French).
- 311a, 311b *The Teaching of Physics.* A one- or two-semester course for prospective teachers of secondary school physics. Admission by permission of the department. Hours to be arranged. Members of the Department.
- 316a *The Teaching of Music.* Theory and practice of music education in the pre-school and elementary grades. Opportunity for observation and practice teaching. Prerequisite: 235a or b. Th 7:30. Mrs Pemberton.
- 316b *The Teaching of Music.* Advanced music education with opportunity for observation and practice teaching in public and private elementary and secondary schools, with emphasis on a sequence from kindergarten through 12th grade. Prerequisite: Music 111 and 200b. Mrs Pemberton.
- 345 *Preschool and Elementary Education.* A study of the curriculum and the application of the principles of teaching in the modern preschool and elementary school. Two class hours and participation in directed classroom teaching. Students are encouraged to reserve at least one day (9 a.m. to 2 p.m.) for the laboratory experience. Prerequisite: a course in the department taken previously or concurrently. Recommended background: 235a or b, or 231a. Admission by permission of the instructor. T 3-4:50. Mrs Fischer and Members of the Department.
- 346a, [346b] *Curriculum and Intern Teaching in Secondary Schools.* Two class hours and directed teaching for students for whom no special methods course is available. Recommended background: 232b. Admission by permission of the instructor. T 3-4:50. Mr Fink, Mr Feeney.
- 381a, 381b *The Teaching of History and the Social Studies.* A course for prospective teachers of history and social studies at the secondary level. Classroom

EDUCATION & CHILD STUDY

procedure and curriculum in secondary school history and related subjects; organization and presentation of subject matter. Two class hours with observation and directed intern teaching. Recommended background: 232b. Admission by permission of the instructor. M 3-4:50. Mr Ducharme.

D. SEMINARS AND SPECIAL STUDIES

301a, 301b *Special Studies.*

336b *Seminar in American Education.* Topic for 1971-72: Radical School Reformers. T 11-12:50. Mr Fink.

340b A colloquium integrating Fields A and B: Historical and Philosophical Perspectives and The Educative Process. Open only to senior majors. M 3-4:50. Mr Fink.

[348b *Special Education.* A study of curricular developments and teaching techniques for the mentally slow and the physically disadvantaged child.]

[354a *Seminar in Educational Theory.* A study of contemporary educational issues that touch on the foundations of the discipline. Topic for 1972-73: Cognitive theories of education. Mr Itzkoff.]

E. RELATED COURSES RECOMMENDED IN OTHER DEPARTMENTS

233a *Child Psychology.* Study of the theory and principles of the development of the child from birth to puberty. Survey of related research. Prerequisite: Psychology 101a or b, or permission of the instructor. W Th F 10. Mr Pufall. (Psychology)

233b A repetition of 233a. W Th F 12. Mr Pufall (Psychology).

237a *Educational Psychology.* The educational process considered from the point of view of psychology. The application of psychological principles of development, motivation, and learning to contemporary educational problems. M T 12, W 11, T 11 at the option of the instructor. No prerequisite. Mrs Musgrave (Psychology).

[237b A repetition of 237a. Mrs Musgrave (Psychology).]

241b *Psychology of Adolescence.* Study of the theory and principles of the development of the adolescent from puberty to maturity. Survey of related research.

EDUCATION & CHILD STUDY

Prerequisite: Psychology 101a or b, or permission of the instructor. Hours to be arranged.

- [325b *Health Education (seminar)*. Problems in the dissemination of accurate public health information to the individual and to the community. W 7:30-9:30. Miss Robinton (The Biological Sciences).]
- 331a *Speech for the Classroom Teacher*. The development of speech in the child, problems of defective speech, speech arts in the classroom, and the speech of the teacher. Voice recordings. M 3-5 and an additional hour to be arranged. Miss Fitch (Theatre and Speech).
- 332b *Oral Interpretation of Children's Literature*. A critical study of children's literature. The techniques of its oral interpretation. Practical experience in story-telling, reading aloud, and other forms of classroom presentation. Individual voice and speech practice. Sophomores admitted only by permission of the instructor. M 3-5 and an additional hour to be arranged. Miss Fitch (Theatre and Speech).
- 333a *Seminar in Child Psychology*. Selected problems, reports, and discussion. Prerequisite: Psychology 233a or b. Th 4-6. Mr Pufall (Psychology).

F. GRADUATE

Advisers: Mr Itzkoff and Mr Fink: Ed.M.; Mr Fink and Mr Ducharme: M.A.T.;
Members of the Department: M.A.

400a, 400b *Thesis*. Members of the Department.

401a, 401b *Advanced Studies*. Open to seniors by permission of the department. Members of the Department.

[410a *Current Problems in Child and Adolescent Development*.]

440b *Research in Education*. Training in research methodology and design in the analysis of teaching, learning and the educational process. Th 4-5:50. Mr Smith.

452a *Problems of American Education*. Required of all candidates for the M.A., the Ed.M., and the M.A.T. degrees. W 7:30. Mr Ducharme.

454a *Current Problems of Preschool and Elementary Education*. Th 4-5:50. Mrs Mitchell.

EDUCATION & CHILD STUDY

[455a, 455b *Secondary Education*. T 3-4:50. Mr Ducharme, Mr Fink.]

[456b *Higher Education*.]

459a, 459b *Intern Teaching*. Members of the Department.

THE MAJOR

Advisers: Members of the Department.

Students majoring in the department may prepare for preschool and elementary school teaching or for graduate work leading to an advanced degree. Students who intend to teach in secondary school are advised to major in the field in which they expect to teach and to take basic courses in education.

Requirements: ten semester courses selected in consultation with the major adviser: usually they will consist of three courses in Field A; three courses in Field B; 345; an additional advanced course and 340b taken in the senior year.

Competence requirement: A paper or written report on an independent project will be required of each major in the senior year. Topics must be worked out with the department and approved by it no later than March 1. The final version of all papers and projects must be submitted to the department for evaluation no later than May 1.

HONORS

Director: Mr Smith.

Requirements: those listed in the major; a long paper, the equivalent of one semester course, in the senior year.

One examination in the candidate's area of concentration.

ENGLISH LANGUAGE & LITERATURE

PROFESSORS: †HELEN WHITCOMB RANDALL, PH.D.
†DANIEL AARON, PH.D.
ROBERT TORSTEN PETERSSON, PH.D.
KENNETH AMOR CONNELLY, JR., PH.D., *Chairman*
VERNON JUDSON HARWARD, JR., PH.D.
PAUL PICKREL, PH.D.
FRANK H. ELLIS, PH.D.
**RICHARD BENJAMIN YOUNG, PH.D.
†FRANCIS MURPHY, PH.D.

ELIZABETH DREW

VISITING PROFESSOR: ¹VICTOR SAWDON PRITCHETT

ASSOCIATE PROFESSORS: †WILLIAM HOOVER VAN VORIS, PH.D.
ELIZABETH GALLAHER VON KLEMPERER, PH.D.
GEORGE SIEMERS FAYEN, JR., PH.D.
JOAN MAXWELL BRAMWELL, M.A.
DAVID CAVITCH, PH.D.
HAROLD LAWRENCE SKULSKY, PH.D.

ASSISTANT PROFESSORS: MARGARET L. SHOOK, PH.D.
MARY CARRUTHERS SCHROEDER, PH.D.
MAURIANNE SCHIFREEN ADAMS, PH.D.
**GARY MASON McCOWN, PH.D.
DEAN SCOTT FLOWER, PH.D.
RON D. K. BANERJEE, PH.D.
DELIA ANNE BURKE, PH.D.

LECTURERS: NORA FRANCES CROW, A.M.
JOHN MARTTI HILL, PH.D.
RONALD RUSSELL MACDONALD, M.PHIL.
WILLIAM ALLAN ORAM, B.A.
²JONATHAN RABAN, B.A.

Freshmen eligible for advanced placement in English by virtue of a score of 4 or 5 may register for English 207 and General Literature 291 (See p. 216.) Also, any freshman may register for an intermediate course with the permission of the instructor. Sophomores may register for all intermediate courses except those from which they are specifically excluded.

Students contemplating a major in English are advised to take one or two of the following: English 207, General Literature 291, Introductory Colloquia. English majors are encouraged to take allied courses in classics, European literature, history, philosophy, religion, art, and theatre.

ENGLISH LANGUAGE & LITERATURE

- 111a *Forms of Writing.* Systematic practice in solving problems of writing in a variety of forms, with emphasis on expository writing. Some attention will be given to literary and journalistic examples of writing, for practice in literary analysis and as models for student writing. M T W 9; M T 12, W 11; W Th F 10; W 2, Th 3, F 2; W F 1:40-2:50. Mrs Adams. (*Director*)
- 111b A repetition of 111a. M T 12, W 11.
- 112a *Introduction to College English for Foreign Students.*

A. LANGUAGE AND LITERATURE

- 120a *Introductory Colloquia in Literature.* Each colloquium, consisting of approximately fifteen students, will be conducted principally by means of student reports and directed discussion. Freshmen who elect the course should be prepared to designate their first, second, and third preferences. Mr Flower (*Director*).
- I. *Fiction.* A comparative study of the novel, the novella, and the short story, stressing the formal elements of fiction and their complex interconnections, with intensive analysis of works by writers such as Austen, Bellow, Faulkner, James, Joyce and Lawrence. M T W 9; M T 2, W 3; M T W 3; W 12, Th 11-12:50; W Th F 12. Members of the Department.
 - II. *Tragic Drama.* Plays by Marlowe, Shakespeare, Webster, T.S. Eliot, and others, with emphasis on tragic themes and techniques. W Th F 9; W Th F 12. Mr MacDonald.
 - III. *Lyric Poetry.* A critical study of the elements of lyric poetry, with emphasis upon such poets as Donne, Keats, Yeats, Frost, and selected contemporary poets. M T 12, W 11. Miss Burke.
 - IV. *Medieval Epic, Saga, and Romance.* A study of these genres in translations of representative German, French, Scandinavian, Irish, and English works. M T 2, W 3. Mr Harward.
 - V. *Poet-Novelists: Thomas Hardy and D. H. Lawrence.* The interplay between their techniques in prose and poetry and their critique of progress and its anarchies in English culture. Th 10, F 10-11:50. Mr Fayen.
 - VI. *The Literature of War.* A study of how choice of literary mode (tragedy, comedy, romance, satire) reflects attitudes toward war and how heroic and anti-heroic types are created in the setting of war. Readings from Euripides, Aristophanes, Shakespeare, Brecht, Giraudoux, Hemingway, Orwell, and Heller. M T W 9. Mr McCown.

ENGLISH LANGUAGE & LITERATURE

- VII. *The Imagination and the City*. The modern metropolis in fiction and poetry. A study of works by Dickens, Joyce, Eliot, Crane, Virginia Woolf, William Carlos Williams, and others, in which the writer recreates and interprets urban experience. T W Th 12; W Th F 10; W Th F 12. Miss Crow, Mrs Schroeder.
- VIII. *The American Dream*. A study of the recurring myth of innocence and success in works by Franklin, Dreiser, Fitzgerald, Faulkner, Ellison, and Albee. M T 12, W 11; M T 2, W 3; Th F 1:40-2:50. Mrs Bramwell, Mr Cavitch.
- IX. *The Criticism of Film and Fiction*. A study of the narrative and symbolic structure of film and fiction. Critical analysis of films by Antonioni, Bergman, Fellini and Pasolini and by writers of contemporary fiction. M T W 9; M T 12, W 11; M T 2, W 3; students must also reserve M T 3-5 for viewing films. Mr McCown, Mr Petersson, Mrs von Klemperer.
- X. *Comedy*. Plays by Jonson, Shakespeare, Shaw, Beckett, and others, with emphasis on comic themes and techniques. M T 2, W 3. Mr Skulsky.

120b *Introductory Colloquia in Literature*.

- I. *The Structure of Fiction*. M T W 9; M T 2, W 3; Th F 8:40-9:50. Members of the Department.
- II. *Tragedy*. Plays by Marlowe, Shakespeare, Webster, T. S. Eliot, and others, with emphasis on tragic themes and techniques. M T 12, W 11. Mr Skulsky.
- III. *The Hero and the Adversary*. A study of changing conceptions of their roles in selected narrative and dramatic poems from *Sir Gawain and the Green Knight* to *Prufock* and *The Waste Land*. Poetic forms represented include ballad, romance, epic, mock-epic, and monologue. M T W 9. Mr Oram.
- IV. *Medieval Epic, Saga, and Romance*. M T 2, W 3. Mr Harward.
- V. *The Fictive Self*. The imaginative concept of self in poetry and prose from different periods, including works by Shakespeare, Yeats, Joyce, Vonnegut, and Mailer. T W Th 12; W Th F 10; W Th F 12. Miss Crow, Mrs Schroeder.
- VI. *The Imagination and the City*. M T 1:40-2:50. Mrs von Klemperer.

- VII. *Poet-Novelists: Thomas Hardy and D. H. Lawrence.* W F 1:40-2:50; Th 10, F 10-11:50. Mr Fayen, Mr Hill.
- VIII. *The American Dream.* M T 12, W 11. Mr Cavitch.
- IX. *Southern Fiction.* A study of contemporary Southern writing in respect to such modes as tragedy, impressionism and expressionism, allegory, myth, and archetype. Authors will include Faulkner, Flannery O'Connor, R. P. Warren, Eudora Welty, and Truman Capote. M T 2, W 3; M T W 9. Miss Burke.
- X. *The Literature of Childhood in Victorian and Edwardian England.* Selected works by Carroll, Lear, Milne, George MacDonald, and Tolkien. M T W 10. Miss Shook.
- XI. *The Double.* Studies in the divided self (the secret sharer or *Doppelgänger*) in the fiction of Poe, Melville, Conrad, Emily Brontë, Dostoevsky, Stevenson, Nabokov, and others. M T W 9; M T 12, W 11. Mr Flower.
- 207 *The Development of English Literature.* A study of its traditions, conventions, and themes. The course is conducted by lecture and tutorial instruction. M 12, T 11-12:50, W 11, and T 3-4:50 at the option of the instructor. Mr Harward, Mr Skulsky, first semester; Mr Ellis, Mrs von Klemperer, second semester. Mrs von Klemperer (*Director*).
- [209a *English Literature of the Nineteenth and Twentieth Centuries.* Representation of reality in poetry from Wordsworth to T. S. Eliot and in fiction from Dickens to Virginia Woolf, with some consideration of Victorian non-fictional prose. Primarily for non-majors.]
- [209b *English Literature of the Nineteenth and Twentieth Centuries.* Private and transcendent worlds in poetry from Blake to Yeats and in fiction from the Brontës to D. H. Lawrence, with some consideration of Romantic non-fictional prose. Primarily for non-majors.]
- 210b *The English Language.* A study of the major syntactic, semantic and phonological developments of English from its origins to the present time, with special consideration of some modern concepts in general and historical linguistics. T Th 1:40-2:50. Mrs Schroeder.
- 211a *Old English.* A survey of language and literature before 1066, with reading of prose and poetry, both in the original and in translation. W Th F 10. Mr Hill.
- 211b *Old English.* A study of *Beowulf*. Prerequisite: 211a. W Th F 10. Mr Hill.

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- 214a *Chaucer*. His art and his social and literary background. Emphasis on the *Canterbury Tales*. M T W 9; T Th 1:40-2:50. Mr Harward, Mrs Schroeder.
- 214b *Chaucer*. A repetition of 214a. M T W 9; W Th F 12, Th 11 at the option of the instructor. Mr Harward, Mr Hill.
- 215b *Medieval Literature*. A study of Chaucer's *Troilus and Criseyde* and of his minor poems; selected reading from other works of the period, including epics and courtly romances. Prerequisite: 214a or b, or permission of the instructor. W Th F 10, F 11 at the option of the instructor. Mr Harward.
- [217b *Sixteenth-Century Literature*. Prose and poetry from Wyatt through Shakespeare; a study of ideas and forms characteristic of the Renaissance.]
- 218a *Shakespeare*. *Romeo and Juliet*, *As You Like It*, *Twelfth Night*, *Richard II*, *Henry IV* Parts 1 and 2, *Henry V*, *Hamlet*. M T W 9; M 10-11:50, T 10; W Th F 10 and F 11 at the option of the instructor. Mr Young (*Director*).
- 218b *Shakespeare*. *Measure for Measure*, *King Lear*, *Macbeth*, *Troilus and Cressida*, *Coriolanus*, *Anthony and Cleopatra*, *The Winter's Tale*, *The Tempest*. M 10-11:50, T 10; M T W 9. Mr Petersson (*Director*).
- 220b *Milton*. The art of *Paradise Lost* and other major poems, with emphasis on form, cultural context, and Milton's unitive system of thought. T 11-12:50, W 12, and M 12 at the option of the instructor. Mr Petersson.
- 221a *Seventeenth-Century Poetry from Donne to Dryden*. Discussion of the Petrarchan convention, metaphysical imagery, Platonism, Christian-Humanism, and related topics. M T 2, W 3. Miss Burke.
- 223a *The Augustan Age*. Discussion of the major figures: Dryden, Pope, and Swift; and at least one lesser figure: Defoe, Addison, or Gay. W 10, F 10-11:50. Mr Ellis.
- 223b *The Age of Johnson*. Discussion of the major figures: Johnson, Goldsmith, and Boswell. T Th 1:40-2:50. Mr Ellis.
- 224a *The English Novel*. Lectures, with occasional discussion, on the major English novelists from Defoe to Jane Austen. Emphasis on the novel as art, with some attention to biographical and social background. T Th 1:40-2:50 and M 2 at the option of the instructor. Mr Pickrel.
- 224b *The English Novel*. Lectures, with occasional discussion, on the major English novelists from Dickens to Forster. Emphasis on the novel as art, with

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some attention to biographical and social background. T Th 1:40-2:50 and M 2 at the option of the instructor. Mr Pickrel.

- 227a *The Romantic Poets.* An intensive study of Wordsworth, Coleridge, and Keats, together with reading and discussion of selected poems of Blake and Shelley and an independent reading assignment in Byron. W F 1:40-2:50. Mrs Adams.
- 227b *Victorian Prose and Poetry.* A study of works by Carlyle, Tennyson, Browning, Arnold, Newman, the Pre-Raphaelites, Ruskin, Pater and Hopkins, with attention to post-Romantic uses of nature and myth, the role of the poet in an industrialized society, the public versus the private "voice", and the relationship between esthetic and religious values. W Th F 12. Mrs von Klemperer.
- 230b *Yeats and Joyce.* M T 12, W 11. Mr Connelly.
- 231a *Modern British and American Poetry.* The major poets from 1914 to 1940. Particular emphasis on the poetry of Yeats, Pound, Eliot, Stevens, Hart Crane, and Dylan Thomas. M T 2, W 3. Mr Banerjee.
- [232a *American Poetry from the Seventeenth Century to the Present.* While the course attempts to survey the whole of American poetry, particular emphasis falls in the nineteenth century and on the poetry of Emerson, Whitman, Melville, Longfellow, Dickinson, Robinson, and Frost.]
- [234b *Hawthorne, Poe, and Melville.*]
- [235a *Major American Writers:* Emerson, Thoreau, Whitman, Poe, Hawthorne, Melville, and Dickinson.]
- 236a *Major American Writers:* Twain, Howells, James, Dreiser, Fitzgerald, Hemingway, and Faulkner. M T 12, W 11. Mr Flower.
- 236b *Post-War American Fiction:* Bellow, Mailer, Updike, Ellison, Nabokov, O'Connor, and Barth. M T 12, W 11. Mr Raban.
- 237a *Black Literature: The Novel.* Comprehensive surveys in the field of Afro-American novels and other fiction with focus on the sociology of black literature. Special emphasis on the "Black Renaissance."
- 237b *Black Literature: Poetry and Drama.* The changing image of the Afro-American in poetry and drama. Emphasis on black folk material.

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- 240a *Tragedy*. Plays, novels, films, and poetry, Greek, Renaissance, and modern (Dostoevsky, Lorca, Beckett, Yeats, Fellini, Bergman). Testing the ideas and techniques of traditional tragedy against modern forms. Incidental attention to theory: Aristotle, Nietzsche, Unamuno, Jaspers. T 11-12:50, W 11, and M 12 at the option of the instructor. Mr Petersson.
- 241a *Idea and Form in Twentieth-Century Fiction*. The modern novel with particular emphasis on Proust, Kafka, Camus, Faulkner and Beckett. M T 12, W 11. Mr Connelly.
- 242a *Certainty and Uncertainty in the Novel*. Critical discussion of works by Svevo, Balzac, Stendhal, Saltykov-Shchedrin, Goncharov, Dickens, Lawrence, and Borges. Lec. T 5, Mr Pritchett; dis. M 1:40-2:50; T 1:40-2:50. Mr Flower.
- [243a *The Theory and Practice of Criticism*.]
- 243b *Modern Critical Approaches*. W F 1:40-2:50. Mrs Adams.
- 244b *English Literature since 1945*. A study of some of the chief writers in English to emerge since the Second World War. About half of the course will be devoted to fiction; the other half to be divided among drama, verse and prose nonfiction. Some of the writers to be considered are: Murdoch, Spark, Amis, Larkin and Pinter. M W 1:40-2:50. Mr Pickrel.
- 301, 301a, 301b *Special Studies*. Independent study, normally for majors. Admission by permission of the instructor and the Chairman.
- 302a, 302b *The Teaching of English*. A course for prospective teachers of English in secondary schools. The teaching of composition and literature. Selection and presentation of material. Demonstration and practice. Admission by permission of the instructor. M T 2, W 3. Mrs Bramwell.

UNDERGRADUATE SEMINARS

Open to seniors and juniors, as well as to sophomores who have completed English 207 or General Literature 291. (See p. 216.)

- 310a *Medieval English Poetry and Drama*. A study of dramatic and narrative forms, allegory and figuralism, in fourteenth- and fifteenth-century literature including selected mystery and morality plays, *Piers Plowman*, and *Pearl*. Recommended background: 214a or 214b. W 7:30. Mrs Schroeder.
- [313a, 313b *The English Drama in the Age of Shakespeare*. The development of form and theme in the work of Shakespeare and his major contemporaries. First

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semester: Marlowe, Kyd, and the Elizabethan Shakespeare (e.g., *Richard III* to *Hamlet*). Second semester: Jonson, Webster, Middleton, and the Jacobean Shakespeare (e.g., *Measure for Measure* to *The Winter's Tale*). As a year course it fulfills the Shakespeare requirement, but either semester may be taken by itself. Priority given to honors students.]

- [314b *Milton*. Priority given to honors students. Not open to students who have taken or are taking 220a.]

- 315a *Baroque and Classical Style*. A comprehensive view of seventeenth-century literature and the other arts. Readings in Wölfflin, Kitson, and Clark. Specific selections from Donne, Herbert, Milton, Marvell, and continental baroque poetry; and from the painting, sculpture, architecture, and music of Italian, Spanish, French, Dutch, and Flemish baroque. Recommended background: seventeenth-century literature, art, or music. Th 7:30. Mr Peters-son.

- [316b *Restoration and Eighteenth-Century Drama, 1660-1800*. A close study of the back-grounds, modes of production, and texts of significant plays.]

- [318a *The Augustans*. Priority given to honors students. Not open to students who have taken or are taking 223a.]

- 319a *The Age of Sensibility*. Romantic tendencies in the eighteenth century: senti-mental comedy, rediscovery of Nature, primitivism and progress, Gothic novel, and related topics. Th 4. Mr Ellis.

- 320a *The Poetry and the Art of William Blake*. A study of songs, ballads, and repre-sentative Prophecies, of selected drawings, paintings, and engravings, and of the composite art of the illuminated books, with some consideration of Blake's relation to later imaginative writing and criticism. Th 4. Miss Shook.

- 321b *Ballad*. The ballad as an art form: its types, origins, intrinsic values, literary adaptations, and discography. Th 4. Mr Ellis.

- 322b *Romantic Poetry*. An intensive study of the major Romantic poets: Words-worth, Coleridge, Byron, Shelley, and Keats. Discussion of various contexts which illuminate the Romantic movement in England, such as the impact of radicalism, theories of knowledge and perception, and continuity and change in the major genres. Priority given to honors students. Not open to students who have taken or are taking 227a. Th 4. Miss Shook.

- [323b *Victorian Prose and Poetry*. Selected works by the principal poets and essayists of the period studied in relation to such problems as the role of the writer in

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- an industrialized society and the nature of the dramatic monologue. Priority given to honors students. Not open to students who have taken or are taking 227b.]
- 324a *Nineteenth-Century Studies: Inquiry and Dissent.* Crises of belief and forces for reform (within the self, within society: sources of authority, obliqueness in analysis and argument, post-Romantic images of disintegration and renewal) in the non-fiction, novels, and poetry of such figures as Mill, Carlyle, Dickens, Newman, Eliot, Browning, Arnold, and Morris. W 7:30. Mr Fayen.
- [325a *George Eliot and Thomas Hardy: The Province of Romance.* A study of their major works with emphasis on the relationship between the psychology of character and fictional coherence in their provinces.]
- [326b *William Butler Yeats.* A study of his poetry and its relation to the symbolist tradition.]
- 327a *Aestheticism and Decadence.* The problematic relation of aesthetic experience to the natural world, social, moral or religious norms in works by Baudelaire, Swinburne, Pater, Wilde, the early Yeats, and others. Th 4. Mrs von Klemperer.
- [328b *James Joyce.* A study of Joyce's major works, with particular emphasis on *Ulysses*.]
- [329a *Modern Irish Drama.* A close study of important twentieth-century plays by such Irish and Anglo-Irish writers as Shaw, Yeats, Synge, O'Casey, and Beckett.]
- 330b *Modern Poetry.* A study of the major English and American poets from 1914 to the present. Particular emphasis on the poetry of Yeats, Pound, Eliot, Stevens, and Lowell. Priority given to honors students. Not open to students who have taken or are taking 231. M 7:30. Mr Banerjee.
- 331b *Modern Fiction.* Issues and problems (self-dramatizing, randomness and casual design, the role of myth, fictional games, vagaries in time) in novels, stories, and essays by such writers as Flaubert, Melville, Conrad, Mann, Lawrence, Kafka, Borges, and Beckett, with stress on the ways they bring pressure to bear on social and historical fact. Priority given to honors students. W 7:30. Mr Fayen.
- 332a *D. H. Lawrence.* M 7:30. Mr Pickrel.
- 332b A repetition of 332a. M 7:30. Mr Cavitch.

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- 333a *A Major British or American Writer: Shakespeare.* Th 7:30. Mr Young.
- 334a *Walt Whitman.* M 7:30. Mr Cavitch.
- 335a *Henry James.* M 7:30. Mrs von Klemperer.
- [336a *Anglo-American Literary Relations: fiction, poetry, essays, and letters of such writers as Irving, Dickens, Melville, Hawthorne, Trollope, Twain, James, Pound, and Eliot.*]
- 337b *Studies in Contemporary American Poetry and Fiction.* W 7:30. Mr Raban.
- 338b *William Faulkner.* A study of the major novels in the context of American romanticism (Hawthorne) and English impressionism (Conrad). W 7:30. Mr Flower.
- [339b *American Literature.* The subject of this seminar will vary from year to year.]
- 340a *The Heroic and Pastoral Traditions.* Classical, religious, philosophical, and political adaptations of the conventions, and their development to the present day in poetry, drama, and fiction. M 7:30. Mr Oram.
- 341b *Religious Poetry.* Poems by Donne, Herbert, Crashaw, Smart, Hopkins, Thompson and Eliot. M 3. Mr Skulsky.
- [342a *The Comic.* Theories of humor; comedy of situation, character, language; great comic figures. Readings in comic verse, prose, and drama drawn primarily from English literature.]
- 343b *Satire.* The development of satire in English, from the Renaissance to such writers as Nabokov, Beckett and Mailer; theoretical problems raised by the attempt to formulate a definition of satire. Th 7:30. Miss Crow.
- [344b *Literary Criticism from Plato to Dryden.*]
- 345b *Modern Literary Criticism.* M 7:30. Mr Raban.
- 346b *Literary Perspectives on Women.* An analysis of major literary traditions concerning women, showing their development from courtly love to modern times in such writers as Chaucer, Milton, Blake, Bronte, Woolf, Lawrence and selected contemporary writers. W 7:30. Mrs Adams and Mrs Schroeder.

GRADUATE STUDY

- 401, 401a, 401b *Graduate Special Studies.* Independent study for graduate students. Admission by permission of the Chairman.

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[406b *Shakespeare.*]

[411b *Advanced Studies in English or American Literature.*]

B. COURSES IN WRITING

Only one course in English composition may be taken in any one semester except by permission of the chairman. Second semester courses are open to students who have not taken the corresponding course in the first semester as well as to those who have done so.

260a *The Writing of Poetry.* Admission by permission of the instructor. W 7:30. Mr Banerjee.

260b A repetition of 260a. Admission by permission of the instructor. W 7:30. Mr Banerjee.

261a *The Writing of Fiction.* Admission by permission of the instructor or Chairman. W 7:30. Mr Pickrel.

261b A repetition of 261a. W 7:30. Mr Pickrel.

[360a, 360b *Seminar in Poetry Writing.*]

[361a, 361b *Seminar in Fiction Writing.*]

[362a *Seminar in Essay Writing.*]

THE MAJOR

Advisers: Mrs Adams, Mr Cavitch, Mr Ellis, Mr Fayen, Mr Flower, Mr Harward, Mr McCown, Mr Petersson, Mr Pickrel, Mrs Schroeder, Miss Shook, Mr Skulsky, Mrs von Klemperer.

Basis: two semester courses or one year course chosen from the following: 120a, 120b, 207, General Literature 291.

Requirements: Nine semester courses (or the equivalent) including the following: 214a or b and 218a or b, five additional semester courses in English above the introductory level, and two semester courses above the introductory level, in English or other literatures. The student is urged to elect at least one course chosen from the Renaissance and Seventeenth Century, and at least one course chosen from the Restoration and Eighteenth Century. One semester course in writing may be counted within the minimum requirements for the major. The department strongly recommends that students in the major elect at least one seminar a year.

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Examination: In her senior year, each student is required to take *one* examination chosen from the following:

- A. An oral examination centering on a single work, selected by the student and approved by the department's Committee on Examinations. The student should be prepared to range beyond that work by associating it with other works by the same author, or in the same period or genre.
- B. A written examination centering on the relationship between a critical text selected from a designated list, and two relevant literary works selected by the student and approved by the department's Committee on Examinations.
- C. A written examination on one of three groups of works, each group consisting of three works thematically related but differing in period or genre. The examination will be concerned both with textual analysis and with comparison and contrast.

The examinations will be administered in January and May (except that the oral examination will be administered only in January). Seniors are urged, however, to take their examinations in January.

HONORS

Directors: For the Class of 1972, Mr Fayen; for the Classes of 1973 and 1974, Miss Shook.

Basis: Same as that for the major.

Requirements: Students in Honors must fulfill the general requirements of the major. They will normally be given priority in seminars and will take at least one in each semester of the junior and senior years. In the first semester of the senior year, they will present a long paper to count for one semester course beyond the nine courses in English required for the major. In either first or second semester of the senior year they may carry twelve rather than sixteen hours.

Two examinations: One examination is chosen from the three offered to all students in the major. The other examination is on four major authors chosen by the student. No more than two of these four authors may be from any one of the following fields: Medieval Literature to 1500; Renaissance and Seventeenth Century, 1500-1674; Restoration and Eighteenth Century, 1660-1800 (excluding Milton); Nineteenth and Twentieth Centuries (including American Literature). Both of these examinations will be taken in May of the senior year.

FRENCH LANGUAGE & LITERATURE

PROFESSOR:	JEAN LAMBERT, LIC. ÈS L., D.E.S.
ASSOCIATE PROFESSORS:	§JOSEPHINE LOUISE OTT, PH.D. ANDRÉE DEMAY, AGRÉGÉE DE L'UNIVERSITÉ PATRICIA WEED, PH.D., <i>Chairman</i> **MARIE-JOSÉ MADELEINE DELAGE, LIC. ÈS L., D.E.S., DOCTEUR EN HISTOIRE
ASSISTANT PROFESSORS:	†BLANDINE LAFLAMME McLAUGHLIN, DOCTEUR DE L'UNIVERSITÉ DE PARIS MARJORIE ANN FITZPATRICK, PH.D. LAWRENCE ALEXANDER JOSEPH, PH.D. NATHANIEL BELKNAP SMITH, PH.D. DAVID R. BALL, LIC. ÈS L., DOCTEUR EN LITTÉRATURE GÉNÉRALE ET COMPARÉE
INSTRUCTORS:	JEFFREY ALAN HORN, A.M. CATHERINE E. PORTUGES, A.M.
LECTURERS:	JOHN M. BUTEAU, A.M. NICOLE JOURNOUD, AGRÉGÉE DE L'UNIVERSITÉ LUCILE MARTINEAU, A.M., M.S.W. MARILYN SCHUSTER, M. PHIL.

All classes and examinations in the department, except 334a, are conducted in French.

Qualified students may apply for residence in Dawes House, *La Maison Française*.

In sectioned courses, the principal times of meeting are indicated but the instructor may elect to use additional hours in a time block.

A. LANGUAGE

- 100d *Accelerated Beginning Course.* Not open to students presenting entrance units in French except by permission of the Director. (*Three semesters' credit.*) Lec. Th 5; sect. M T W Th F 10. Miss Fitzpatrick.
- 102a *Intensive Elementary Course.* Grammar review based on an analysis of contemporary texts: Sartre, Camus, and others. Prerequisite: two entrance units. Lec. Th 5; sect. M T W 9; W F 2, Th 3. Members of the Department.
- 103b A continuation of 102a. Prerequisite: 102a (formerly 112a) or permission of the instructor. Lec. Th 5, sect. M T W 9; W F 2, Th 3. Members of the Department.
- 104a *Intermediate Course.* Grammar review based on an analysis of contemporary texts: Camus, Duras, and others. Prerequisite: three entrance units. Lec. Th 5; sect. M T W 9; M T 2, W 3; W Th F 9. Members of the Department.

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- 105b A continuation of 104a. Prerequisite: 104a (formerly 113a) or permission of the instructor. Lec. Th 5; sect. M T W 9; M T 2, W 3; W Th F 9. Members of the Department.
- 200a *Composition and Oral Work*. Study of modern French authors from the point of view of language. Prerequisite: four entrance units; or 111b or 102a and 103b or 104a and 105b (formerly 100b, 112a and b, 113a and b); or permission of the department. M T W 9; M T W 10; M T 12, W 11; W Th F 9; W Th F 10; W F 2, Th 3. Members of the Department.
- 200b A repetition of 200a. M T W 9.
- 201b A continuation of 200a. Prerequisite: 200a (formerly 222a) or permission of the department. M T W 9; M T W 10; W Th F 10; W Th F 12. Members of the Department.
- 202b *Composition and Oral Work*. Based on contemporary readings with emphasis on current political, social and economic problems. Extensive use will be made of material from newspapers and periodicals. Prerequisite: 200a (formerly 222a) or permission of the department. M T W 9; W Th F 10. Members of the Department.
- 206a *Theoretical and Practical Phonetics*. Exercises in hearing, pronunciation, and phonetic dictation. Admission by permission of the department. Two class hours. Hours to be arranged. *One-quarter course credit*. Mrs Martineau.
- 302a *Advanced Composition and Oral Work*. Admission by permission of the instructor. W Th F 10. Miss Demay.
- 303b A continuation of 302a. Prerequisite: 302a (formerly 331a) or permission of the instructor. W Th F 10. Miss Demay.
- 306a *The Teaching of French*. Problems and methods of modern language teaching in the elementary and secondary schools. Practice teaching at these levels in the Northampton schools. Admission by permission of the instructor. W 7:30. Mr Buteau.
- 307b A continuation of 306a. Prerequisite: 306a (formerly 310a), or permission of the instructor. W 7:30. Mr Buteau.

B. LITERATURE

Unless otherwise stated, the prerequisite for intermediate literature courses is four entrance units, or two semesters above the level of 103b (formerly 112b), or permission of the department.

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Unless otherwise stated, the prerequisite for advanced courses is two semester literature courses at the intermediate level, or permission of the department.

- 216a *Readings in Contemporary Literature.* A study of three literary forms based on works by twentieth-century authors: drama (Anouilh, Ionesco, Beckett); poetry (Apollinaire, Eluard); the novel (Malraux, a *nouveau roman*). Students presenting only three entrance units are urged to seek admission to this course if they have strong preparation. M T 12, W 11; M T 2, W 3; W Th F 10; W Th F 12. Members of the Department.
- 216b A repetition of 216a. M T W 9; M T 2, W 3; W Th F 10. Members of the Department.
- 217a *Studies in Literary Forms: Drama.* Comedy in the seventeenth, eighteenth, and nineteenth centuries (Molière, Marivaux, Beaumarchais, Musset). M 10-11:50, T 10; W Th F 9; W F 2, Th 3. Members of the Department.
- 217b A repetition of 217a. M T 2, W 3.
- 218a *Studies in Literary Forms: Lyric Poetry.* Traditional poetic themes: nature, love, death, the voyage. Poems of many periods will be studied with emphasis on works from Baudelaire to the present. M T 12, W 11; W Th F 12. Members of the Department.
- 218b A repetition of 218a. M T 12, W 11; W Th F 12. Members of the Department.
- 219a *Studies in Literary Forms: The Novel.* The evolution of the novel from Balzac to the *nouveau roman*. Prerequisite: one semester course in language or literature at the intermediate level, or permission of the department. Well qualified freshmen are urged to seek admission to this course. M 10-11:50, T 10.
- 219b A repetition of 219a. M 10-11:50, T 10; W F 2, Th 3. Members of the Department.
- 225a *The Classical Ideal.* A study of its development in the seventeenth century through selected works of Malherbe, Corneille, Molière, Racine, and Boileau. M T W 9; W Th F 10. Members of the Department.
- 225b A repetition of 225a. M T W 9.
- 226a *The Classical Ideal.* A study of the *moralistes* of the seventeenth century. Selected works of Descartes, Pascal, LaRocheffoucauld, Madame de La Fayette, La Fontaine, and La Bruyère. Prerequisite: 225a or 225b (formerly 229a), or permission of the department. Well qualified freshmen are urged to seek admission to this course. M T 2, W 3. Miss Delage.

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- 226b A repetition of 226a. M T W 9; W Th F 10. Members of the Department.
- 311a *Preromanticism and Romanticism*. The romantic revolution in the first half of the nineteenth century. Works by Chateaubriand, Hugo, Musset, and others, with references to other European literatures. M T 2, W 3; W Th F 12. Miss Weed, Mr Lambert.
- 311b *Masters of the Nineteenth-Century Novel*. Balzac, Stendhal, Flaubert, Zola. M T W 10. Mr Ball.
- 313b *French Poetry of the Second Half of the Nineteenth Century*. The opening of the modern era in French poetry: Baudelaire, Verlaine, Rimbaud, Mallarmé. Prerequisite: 311a, or permission of the instructor. M T 2, W 3. Miss Weed.
- 314a *French Literature of the Eighteenth Century*. New trends in literary sensibility from Marivaux to Rousseau. W Th F 12. Miss Demay.
- 314b *French Literature of the Eighteenth Century*. The Enlightenment and the "Philosophes." Works by Montesquieu, Voltaire, Diderot, and others. W Th F 12. Mrs McLaughlin.
- 315a *French Literature of the Middle Ages*. Romance (Chrétien de Troyes), epic and lyric poetry. M T 12, W 11. Miss Delage.
- 316a *French Literature of the Renaissance*. Rabelais, Montaigne, The Poetry of the Pléiade. Open to juniors and seniors who have taken a semester course in French literature at the advanced level, or by permission of the instructor. M T W 9. Miss Delage.
- 317b *French Classicism*. Topic for 1971-72: Corneille and Molière. Open to juniors and seniors who have taken a semester course in French literature at the advanced level, or by permission of the instructor.
- 318b *The Contemporary French Novel*. Major trends in the modern French novel: Proust, Gide, Sartre, Camus, and the *nouveau roman*. Open to juniors and seniors who have taken 311b, or by permission of the instructor. W Th F 10. Mr Lambert.
- [318a *Twentieth Century French Drama*. Claudel, Sartre, Beckett and others. Open to juniors and seniors who have taken a semester course in French literature on the advanced level, or by permission of the instructor.]
- 350a, 350b *Special Studies*. Admission by permission of the department; normally for senior majors.

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C. CIVILIZATION

- 330a *Contemporary France*. Historical, literary and social phenomena from 1939 to the present. (Existentialism, decolonization, and other topics.) Prerequisite: two semester literature courses at the intermediate level. M T 2, W 3. Mrs Martineau.
- 334a *French Canadian Civilization*. The evolution of French Canada from the days of exploration to the current separatist crisis. A study of the principal historical, political and cultural developments, with emphasis on the province of Quebec. Conducted in English. A reading knowledge of French is strongly recommended. Admission by permission of the instructor. M T 12, W 11. Miss Fitzpatrick.

D. SEMINARS

- 342b *Stylistics*. Composition, translations, analyses of various oral and written French styles. Th 4-6. Mr Lambert.
- 344b *Studies in Drama*. For 1971-72: The emancipation of French drama after the classical period. Works by Marivaux, Voltaire, Beaumarchais, Musset. T 3-5. Miss Demay.
- [345a *French Thought*.]
- 346a *Studies in Poetry*. For 1971-72: Mallarmé. T 3-5. Mr Joseph.
- [347a *Studies in Eighteenth Century Literature*.]
- [348a *Studies in Nineteenth Century Literature*.]
- 349a *Studies in Twentieth Century Literature*. For 1971-72: Proust. Th 4-6. Mr Lambert.

E. GRADUATE

Adviser: Mr Joseph.

450, 450a, 450b *Research and Thesis*. (May be taken for double credit.)

451, 451a, 451b *Advanced Studies*. Arranged in consultation with the department

THE MAJOR

Advisers: For the Class of 1972, Miss Delage; for the Class of 1973, Miss Weed; For the Class of 1974, Miss Demay.

Requirements: Twelve semester courses including the following: two semester courses in language at the advanced level: 302a (formerly 331a), followed by either 303b (formerly 331b) or 342b; one intermediate or advanced level semester course in

FRENCH LANGUAGE & LITERATURE

European history, preferably French; seven semester courses in literature, of which five must be at the advanced level.

Students are expected to elect courses in at least four different centuries of French literature, including the seventeenth.

Majors spending their junior year in Paris will normally meet certain of these requirements during that year, in particular the advanced courses in language. Courses in European history are also available in Paris.

Recommended courses: Courses in Latin (particularly if no entrance units in the language are presented) and in the literature of another modern language.

Examinations: A major will be required to choose one of the following:

- a. a comprehensive examination of competence; *or*
- b. a paper on a topic proposed by the student and approved by the department;
or
- c. a prepared question examination on a topic proposed by the student and approved by the department.

The student must make her decision regarding a, b, or c before February 15, and present her topic, in the case of her choosing b or c, no later than March 1; a, b, or c will be complemented by an oral "explication de texte" (20 minutes, in addition to time for preparation).

Members of the Class of 1972 may elect to meet the above requirements or those described in the 1970-71 catalogue.

HONORS

Director: Miss Demay.

Requirements: Within the requirements of the major, candidates shall select one area of study and plan a two year program of advanced work (Grade III courses, seminars, special studies) in consultation with the Director of Honors. Students shall normally enter the honors program at the beginning of the junior year. The work of the junior year may very effectively be done in France. A student shall elect in at least one other department courses which will broaden her knowledge of her field. She shall write a thesis on some aspect of this field, to be submitted normally at the end of the first semester of the senior year.

Examinations: a) a general examination covering at least three centuries of French literature, to be taken at the end of the senior year; b) an examination in the individual field of study, both oral and written. This examination may be taken at the end of the first semester of the senior year and part of it, under special circumstances, at the end of the junior year.

Members of the Class of 1972 may elect to take the honors program as described in the 1970-71 catalogue instead of the above.

GEOLOGY

PROFESSOR:	MARSHALL SCHALK, PH.D.
ASSOCIATE PROFESSOR:	HENRY ROBERT BURGER III, PH.D., <i>Chairman</i>
ASSISTANT PROFESSORS:	BRIAN WHITE, PH.D.
	ALLAN LUDMAN, PH.D.
	HAROLD ALLEN CURRAN, PH.D.

Special placement in geology courses is possible for students who pass a qualifying examination given by the department.

Unless otherwise noted, 111a or 114b is a prerequisite for all other courses in the department. Note that there are additional prerequisites for some advanced courses.

- 111a *Physical Geology*. The origin of mountain ranges, continents, and ocean basins; sculpturing and evolution of the land surface; mineral resources and public policy; and geologic aspects of conservation and urban development. Opportunity for independent study topics. Laboratories include field trips and research on local geologic problems (*e.g.* the Ice Age in the Connecticut Valley). Optional weekend field trip to Cape Cod. Three hours of lecture, one three-hour laboratory. Lec. M T W 9; lab. M T or Th 2-4:50 or Th 10-12:50 or F 9-11:50. Mr Burger and Members of the Department.
- 111b *Origin and Evolution of the Earth*. The story of our planet's history as revealed in the rocks and fossils of the earth's crust. Topics include the origins of the earth and life, the significance of geologic time, the geologic development of North America from the Precambrian to present, and the rise of man as the planet's dominant species. Three hours of lecture and one three-hour laboratory, discussion, or field trip. Lec. M T W 9; lab. M or Th 2-4:50. Mr Curran and Members of the Department.
- 114b A repetition of 111a. Three hours of lecture, one three-hour laboratory. Lec. W Th F 10; lab. M or Th 2-4:50. Mr Schalk.
- 144b *Oceanography*. An introduction to the marine environment with emphasis on the nature and circulation of oceanic waters, submarine topography and sedimentation, oceanic productivity, and man's exploitation of the oceans. Prerequisite: 111a or another introductory science course and permission of the instructor. Lec. M 10-11:50, T 10; lab. T 2-4:50. Mr Curran and Mr Schalk.

- 201a *Field Studies in Urban Geology.* The application of geologic principles and techniques to selected urban problems. Field study in cooperation with the City of Northampton. No prerequisite. Section I (not open to declared science majors) Th 11-12:50, 2-4:50. Section II (declared science majors only) T 11-12:50, 2-4:50. Mr Burger and Mr White.
- 217b *The Environment: Past, Present and Future.* A study of the physical environment, man's place within it, his impact upon it, and the restrictions it places on his present activities and future prospects. Topics include the origin and present status of the atmosphere, oceans, water supply, habitable land, fossil fuels, metallic and non-metallic minerals. No prerequisite. W Th F 12. Mr White and Members of the Department.
- 221a, 221b *Mineralogy and Petrology.* The study of minerals and the processes by which they form in igneous and metamorphic rocks. First semester: crystallography and crystal chemistry; x-ray and optical techniques of mineral analysis. Second semester: processes of magmatic crystallization; metamorphic facies and facies series. Open to chemistry majors by permission of the instructor. Lec. W Th F 10; lab. M 2-4:50. Mr Ludman.
- 223b *Geochemistry.* The application of selected principles of chemistry to complex geological processes. Topics include theories of terrestrial and lunar origin, the geochemical differentiation of the earth, radiometric dating of rocks, and stable isotope geology. Prerequisites: 111a or 114b and either entrance units in chemistry, a semester of introductory chemistry, or permission of the instructor. M T W 9. Mr Ludman.
- 231a *Invertebrate Paleontology and Paleoecology.* A study of the major groups of fossil invertebrates including their paleoecology and biostratigraphic importance. Prerequisite: 111b; open without this prerequisite to majors in the Biological Sciences by permission of the instructor. Lec. M T W 9; lab. T 2-4:50. Mr Curran.
- 232a *Sedimentation.* An analysis of modern sedimentary environments and the interpretation of ancient sedimentary rocks in the light of resulting data. Problem-oriented field and laboratory projects. Prerequisite: 111b. Lec. W Th F 12, Th 11 at the option of the instructor; lab. Th 2-4:50. Mr White.
- 241b *Structural Geology.* The study and interpretation of rock structures with emphasis on the mechanics of deformation; behavior of rock materials; and methods of analysis. Prerequisite: 221b or 221b taken concurrently. Lec. M 12, T 11-12:50, W 11 at the option of the instructor; lab. T 2-4:50. Mr Burger.

GEOLOGY

- 251a *Introductory Meteorology.* The weather elements, their observation; air mass analysis; short-term and aeronautical forecasting; climatology. Two lectures and one demonstration. No prerequisite. M 10-11:50, T 10. Mr Schalk.
- 261b *Earth Physics.* The application of geophysical principles to an understanding of the earth and major earth processes. Discussion topics include: re-evaluation of the geosynclinal concept, convection currents, origin of earth magnetism, and sea-floor spreading. Offered in alternate years. W 2-3:50. Mr Burger.
- 301a, 301b *Advanced Work or Special Problems in Geology.* Admission by permission of the department. For senior geology majors only. Members of the Department.
- [321a *Advanced Metamorphic Petrology.* A detailed examination of metamorphic reactions and the factors controlling metamorphism. Individual research projects will concentrate on stability of individual minerals under varied metamorphic conditions. Prerequisite: 221b and either a semester of introductory chemistry or permission of the instructor. Offered in alternate years. Lec. W Th F 12; lab. to be arranged. Mr Ludman.]
- 325a *Geology of Petroleum and Natural Gas.* Their origin, occurrence, and distribution; application of geological principles to their finding and exploitation. Prerequisite: 111b. Hours to be arranged. Mr Schalk.
- 330a *Micropaleontology.* A study of the major microfossil groups, including techniques of investigation, and microfossil identification, biostratigraphic use, ecology and paleoecology. Admission by permission of the instructor. Offered in alternate years. Three hours of lecture and three hours of laboratory to be arranged. Mr Curran.
- [331a *Advanced Invertebrate Paleontology and Paleoecology.* A continuation of 231a with emphasis on the paleoecology of the major groups of invertebrate fossils and topics not covered in 231a. Problem-oriented laboratory projects. Prerequisite: 231a. Offered in alternate years. Lec. M 10-11:50, T 10; lab. W 2-3:50. Mr Curran.]
- 332b *Principles of Stratigraphy.* The impact of modern concepts of stratigraphic analysis, sedimentary tectonics and environmental interpretation on classical stratigraphy. Examples will be drawn from the Connecticut Valley and nearby areas whenever possible. Admission by permission of the instructor. Offered in alternate years. Lec. M 12, T 11-12:50, W 11; lab. T 2-4:50. Mr White.

- [333b *Carbonate Rocks*. A detailed study of Recent carbonate depositional environments and interpretation of analogous ancient carbonate rocks. Modern laboratory techniques will be used to solve problems arising from field studies of carbonate rocks. Admission by permission of the instructor. Offered in alternate years. Lec. M 12, T 11-12:50, W 11; lab. T 2-4:50. Mr White.]
- [341b *Advanced Structural Geology*. Topics in rock mechanics and structural geology approached through selected laboratory and field research problems. Admission by permission of the instructor. Offered in alternate years. Lec. W 12, Th 11-12:50; lab. Th 2-4:50. Mr Burger.]
- 351a *Senior Research Seminar in New England Geology*. A multidisciplinary approach to understanding the evolution of the Northern Appalachian tectonic province. Field trips will traverse the Appalachian Geosyncline in New England. Individual research projects will focus on specific problems in regional orogenesis. Open only to senior geology majors. Offered in alternate years. W 2-3:50. Mr Ludman.
- 371 *Honors Project*. Admission by permission of the department. Members of the Department.

THE MAJOR

Adviser: Mr White.

Basis: 111a or 114b and 111b.

Requirements: Eight semester courses, above the basis and including the following: 221a, 221b, 231a, 232a, 241b, and three additional courses in geology or related sciences, one of which must be at the advanced level. The department envisions several possible approaches to the major; some contain additional recommendations beyond the courses specified above. Prospective majors, particularly those planning to go to graduate school or teach earth science in secondary schools, should see the departmental adviser as early as possible.

An examination of competence or a paper or project. The choice will be made by the department in consultation with the individual student.

A summer field course or equivalent experience is recommended for all majors, particularly those who plan to continue their education beyond the Bachelor's degree.

GEOLOGY

GRADUATE

401a, 401b *Advanced Work or Special Problems in Geology*. Admission by permission of the department. Members of the Department.

[421a *Optical Mineralogy*. Prerequisite: 221b.]

471a, 471b *Research and Thesis in Geology*. Members of the Department.

HONORS

Director: Mr Burger.

Basis: 111a or 114b and 111b.

Requirements: Eight semester courses, above the basis, as in the major; and an honors project equivalent to two semester courses. Entrance by May of the junior year. One examination. For additional requirements, consult the Director.

GRADUATE WORK

Adviser: Mr Ludman.

GERMAN LANGUAGE & LITERATURE

PROFESSOR: WILLY SCHUMANN, PH.D., *Chairman*
ASSISTANT PROFESSORS: §MARGY GERBER, PH.D.
 HANS RUDOLF VAGET, PH.D.
 JUDITH LYNDAL RYAN, PH.D.
INSTRUCTOR: MARGARET SKILES ZELLJADT, A.M.

Students who enter with previous preparation in German will be assigned to appropriate courses on the basis of a placement examination.

Students who plan to major in German or wish to spend the junior year in Germany should take German in the first two years. Courses in European history and in English literature are also recommended.

A. GERMAN LANGUAGE

- 111 *Elementary Course.* Four class hours and laboratory. M T Th F 9, 10. A special section for those upperclassmen who wish greater emphasis on reading ability will be given W Th F 12. Members of the Department. Mrs Zelljadt (*Director*).
- 111D *Elementary Course.* Six class hours and laboratory. M-F 10, M 11. (*Three semesters' credit*) Mrs Zelljadt.
- 112 *Intermediate Course.* Practice in oral and written German; selected texts by such authors as Brecht, Dürrenmatt, Kafka, Mann and Frisch. Prerequisite; two entrance units or 111. W Th F 10, F 11; M T 12, T W 11. Members of the Department. Mr Schumann (*Director*).
- 221a, 221b *Composition and Conversation.* Study of idiom, syntax and style; conversation on topics of current interest; reading of modern texts, including essays and newspaper articles. Prerequisite: three entrance units or 111D or 112. M 12, T 11-12:50, W 11. Mrs Ryan.
- [321a *Advanced Composition and Translation.* Prerequisite: 221a and b, or permission of the instructor. W Th F 10. Mrs Ryan.]

B. GERMAN LITERATURE

The prerequisite for advanced courses is an intermediate course or the equivalent.

- 225a, 225b *Readings in German Literature.* Representative works (narrative, dramatic, lyric) from the Romantic period to Brecht and Grass. Prerequisite: three entrance units or 111D or 112 or permission of the instructor. M T W 9. Mr Schumann.

GERMAN LANGUAGE & LITERATURE

- [332a *German Literature of the Middle Ages*. The heroic lay, *Nibelungenlied*, the courtly epic (*Parzival*, *Tristan und Isolde*), and Minnesang. Hours to be arranged.]
- [332b *German Literature of the Seventeenth and Early Eighteenth Centuries*. Barock; Enlightenment; Lessing. Hours to be arranged.]
- 333a *Sturm und Drang Period in the Works of Lenz, Goethe, Schiller*. Transition to classicism. Hours to be arranged. Mr Veget.
- 333b *The Classical Period: Goethe and Schiller*. Development of the classical drama, lyrical poetry, theoretical writings of Goethe and Schiller. Hours to be arranged. Mr Veget.
- 334a *Romanticism*. Representative works from Novalis to E.T.A. Hoffmann. Lyric poetry, the fairy tale as art form, Romantic theory of art. M W 7:30-9. Mr Schumann.
- [334b *Goethe*. Faust I and II; Wilhelm Meister.]
- 335b *German Literature of the Nineteenth Century*. From realism to naturalism: Heine, Büchner, Fontane, Hauptmann, and others. M W 7:30-9. Mr Schumann.
- 336a *Modern German Literature*. The novel. The development from the traditional novel to new novel forms; representative works by Mann, Kafka, Musil, Johnson, Grass. Hours to be arranged. Mrs Ryan.
- 336b *Modern German Literature*. The lyric and the drama. Rilke, Benn and the Expressionists, selected post-war poetry; the Epic Theatre and its later development (Brecht, Dürrenmatt, Frisch and Weiss). Hours to be arranged. Mrs Ryan.
- 341, 341a, 341b *Special Studies*. Arranged in consultation with the department. By permission of the department for senior majors.

C. GERMAN LITERATURE IN TRANSLATION

- 227a *Modern German Literature*. Fontane, Mann, Böll, Grass, Johnson. T 5, Th 4-6. Mr Veget.
- 227b *Modern German Literature*. Rilke, Kafka, Musil, Brecht, Dürrenmatt, Frisch. T 5, Th 4-6. Mr Veget.

D. GRADUATE

Adviser: Mr Veget.

450, 450a, 450b *Research and Thesis*. (May be taken for double credit)

GERMAN LANGUAGE & LITERATURE

451, 451a, 451b *Special Studies in the fields of literature and linguistics.* Arranged in consultation with the department.

THE MAJORS

Adviser for German Literature and German Civilization: Mr Vaget.

GERMAN LITERATURE

Based on 111b or 112, or the equivalent.

Requirements: Twelve semester courses, including the basis: normally ten in the department and two in a related department. In the department: 221a and 221b; 225a or 225b; three of the following: 333a, 333b, 334a, 334b; 336a or 336b.

Examinations: An examination (on a major figure, a genre or a period) *or* a paper, to be determined in consultation with the department.

GERMAN CIVILIZATION

Based on 111b or 112, or the equivalent.

Requirements: Twelve semester courses, including the basis: normally five courses beyond the basis in the department, including 221a or 221b, 225a or 225b, 333b or 334b, 336a or 336b, and one other advanced course; five semester courses in related departments of which *three* must be in one department and *one* in European history.

Examinations: An examination *or* a paper on a topic to be determined in consultation with the departments concerned.

HONORS

Director: Mrs Ryan.

Requirements: The courses required for the major; the writing of a long paper in the first semester of the senior year.

Two examinations: An examination in a specialized field; an examination which may include such topics as problems of analysis, criticism, and translation.

GOVERNMENT

- PROFESSORS: †CECELIA MARIE KENYON, PH.D.
ALAN BURR OVERSTREET, PH.D., *Acting Chairman*
LEO WEINSTEIN, PH.D.
§CHARLES LANGNER ROBERTSON, PH.D., *Chairman*
STANLEY ROTHMAN, PH.D.
- ASSOCIATE PROFESSORS: PETER NILES ROWE, PH.D.
PHILIP GREEN, PH.D.
**THOMAS PAUL JAHNIGE, PH.D.
DONALD LEONARD ROBINSON, B.D., PH.D.
- ASSISTANT PROFESSORS: WALTER MORRIS-HALE, PH.D.
GERALD PETER FLYNN, PH.D.
SUSAN C. BOURQUE, PH.D.
DONNA ROBINSON DIVINE, PH.D.
- LECTURERS: STEVEN MARTIN GOLDSTEIN, M.A.
DAVID K. HEPINSTALL, A.B.

For students who plan to major or to do honors work in the department, appropriate courses in economics, sociology, and history are recommended. See also the honors program.

Advanced courses require the permission of the instructor and ordinarily presume as a prerequisite an intermediate course in the same field.

100 *Introduction to Political Science.* A study of the leading ideas of the Western political tradition and their application to the analysis of contemporary political systems. For freshmen and sophomores only. Two lectures and one discussion. Lec. M T 12; dis. W 9, 10, 11, 12, 2, 3, Th 10, 11, 12, F 11. Mr Weinstein and Members of the Department.

SOCIAL SCIENCE 190a *Introduction to Statistics for Social Scientists.* The fundamental problems in collecting, summarizing, and interpreting empirical data, with attention to basic descriptive statistics, elementary probability, the concept of a sampling distribution and its role in statistical inference, association, and correlation. Two class hours and one two-hour laboratory. Lec. W F 12; lab. Th 11-12:50. Mr Jahnige.

A. AMERICAN GOVERNMENT

200b *American Government.* A study of the major institutions of American government and their interaction in the determination of public policy. W 12, Th 11-12:50. Mr Robinson.

- 201a *American Constitutional Development.* The origins and framing of the Constitution; contemporary interpretations; the study of Supreme Court decisions, documents, and other writings dealing with the interpretation of the Constitution, with emphasis on changing ideas concerning federalism and separation of powers. Two lectures and one discussion. Not open to freshmen. M T 10-10:50, W 8 a.m. Mr Weinstein.
- 201b *American Constitutional Law.* Fundamental rights of citizens as interpreted by decisions of the Supreme Court with emphasis on the interpretation of the Bill of Rights and the Fourteenth Amendment. Not open to freshmen. M 10-11:50, T 10. Mr Weinstein.
- [202a *American Political Parties.* Their structure, operation, and place in the American system of government. Field study and participation in a political campaign. W 12, Th 11, and Th F 12 at the option of the instructor. Mr Robinson.]
- 203a *American Political Culture.* An analysis of contemporary American political culture and ideology in the light of the principles of the founding period. Th F 8:40-9:50. Mr Robinson.
- 204a *Urban Politics.* A general framework for viewing politics in urban America provides the context for examining specific processes, institutions, problems, and developments. Lec. M T 2; student-directed discussion sections W 3. Mr Flynn.
- 204b *Political Participation.* Normative theories provide the context for examining causes, varieties, and consequences of political participation with primary reference to contemporary America. M Th 1:40-2:50. Mr Flynn.
- 205a *The Presidency and Public Policy.* Concepts of political modernization will be used to analyze the development of executive authority and institutions in the United States. The making and nature of public policy in the light of democratic theory. Th F 8:40-9:50. Mr Jahnige.
- [205b *Congress and the Legislative Process.* An analysis of the legislative process in the United States, focused on the contemporary role of Congress in its relations with the Presidency, the federal bureaucracy, and pressure groups. Th F 8:40-9:50. Mr Jahnige.]
- [206a *Administration and Policy Development.* The bureaucracy: administrative officials and the determination of public policy with emphasis on the problem of securing responsible government through Congressional supervision, judicial review, and Presidential control.]

GOVERNMENT

- 207a, 207b *Studies in Local Government.* Internship with the Mayor of Northampton involving both practical and theoretical work in local politics. Admission by permission of the Director. Restricted enrollment. Mr Flynn (*Director*).
- [303b *Seminar in American Government.* Topic for 1972-73: Crime, Courts, and the Legal Process. Th 7:30. Mr Jahnige.]
- 304a *Seminar in American Government.* Topic for 1971-72: Marxist interpretations of American politics. Mr Green.
- 305a *Seminar in American Government.* Topic for 1971-72: Revising the Constitution. Mr Robinson.
- 306a *Seminar in American Government.* Topic for 1971-72: Structures of Power and Patterns of Policy-Making. Interpretations of the distribution of political power in American society, the nature of processes of decision, and the consequences of policy outputs for the political system. Case studies of specific decisions in various issue areas. M 7:30. Mr Hepinstall.
- 308b *Seminar in American Political Parties.* Th 4-6. Mr Robinson.
- 309b *Seminar in Public Opinion and Pressure Groups.* Topic for 1971-72: Sex and Politics: The Impact of Sex on Power and Influence in Society. T 3-5. Miss Bourque, Miss Grossholtz (Mount Holyoke College).
- 310b *Seminar in Urban Politics.* Topic for 1971-72: The Politics of Urban Bureaucracies. Th 7:30. Mr Flynn.

B. COMPARATIVE GOVERNMENT

220a is suggested preparation for all other courses in this field.

- 220a *Comparative Politics.* Analysis of various approaches to the comparative study of politics including discussion of such topics as social stratification and political power, bureaucracy, political parties, modernization and revolution. Students will be permitted to concentrate on the application of theory to the study of political systems in which they are most interested. M T 8:40-9:50. Mr Rothman.
- 221b *European Government.* A comparative analysis of the dynamics of political decision-making in England, France, and Germany. M T 8:40-9:50. Miss Bourque.
- 222a *Government and Politics of the Soviet Union.* The role of Marxism-Leninism in Soviet politics; the role of a Communist Party in Soviet government and so-

ciety; problems of industrialization; stages of development and political change; the balance of political forces and pressures in Soviet society. M T 1:40-2:50, Th 1:40-2:50 at the option of the instructor. Mr Hepinstall.

- 223a *Governments and Politics of the Middle East and North Africa.* The traditional Islamic political system. The transformation of that system into a modern nation-state system under the impact of Westernization, nationalist ideology, and other social and economic forces. The structures and functions of present governments in the area. Internal tensions and conflicts within and the international relations of the region. How the Middle East affects and is affected by the East-West contest for power, with special reference to American foreign policy. M T 8:40-9:50. Mrs Divine.
- 224a *Latin American Political Systems.* A comparative analysis of Latin American political systems. Emphasis will be on the politics of development, the problems of leadership, legitimacy, and regime continuity. A wide range of countries and political issues will be covered; however, students will have the opportunity to specialize in the country of most interest to them. M T 8:40-9:50. Miss Bourque.
- 225a *Government and Politics of Sub-Saharan Africa.* An introductory survey of political, economic, and social factors. Traditional African government, colonial administration and influence, and the impact of westernization. The nationalist movements and political development since independence with emphasis on Ghana, Nigeria, Senegal, Tanzania, and South Africa. Pan-Africanism and the place of Africa in world politics. T Th 1:40-2:50. Mr. Morris-Hale.
- [226a *Politics and Government in South Asia.* Theory and practice of political development, primarily in India. Emphasis on the interaction of social structure, political processes, and institutions. The South Asian regional system and the role of the great powers in the area. Mr Rowe.]
- 227b *Political Systems of Southeast Asia.* A study of the political systems and foreign policies of Malaysia, Thailand, Indonesia and other countries of Southeast Asia with special emphasis on political cultures, ideas, and attitudes. W F 1:40-2:50 and Th 3 at the option of the instructor. Mr Overstreet.
- 228a *Government and Politics of China.* Brief treatment of traditional and transitional China, followed by analysis of the political system of the Chinese People's Republic. Discussion will center on such topics as the role of ideology, problems of economic and social change, policy formulation, and patterns of party and state power. M T 8:40-9:50. Mr Goldstein.

GOVERNMENT

- 229b *Government and Plural Societies.* A study of political problems resulting from the existence of ethnic, religious and linguistic minorities in modern democratic states. Political and constitutional status, protection and control; impact of minorities on the political system. Case studies from Great Britain, Canada, New Zealand, India, South Africa, Nigeria, and Israel; and the experience of the League of Nations and the United Nations. Recommended background: previous work in comparative or American government. T Th 1:40-2:50. Mr Morris-Hale.
- 230b *Human Nature and Politics.* An examination of the various forces, biological, social and cultural, which are responsible for the formation of political attitudes. Emphasis on comparative analysis. Topics will include: political culture and national character, agents of political socialization (education, mass media, family), political leadership, and political alienation. M T 8:40-9:50. Mr Rothman.
- 231b *Problems in Political Development.* Topic for 1971-72: A Comparative Analysis of the Bureaucratic Political Systems of China and India. Topics included are the social and economic conditions of the development and transformation of the bureaucratic empires of China and India, the religious and cultural supports and controls of the political systems, the instrumentalities of the rulers (the army, legal system, and the bureaucracy), the types of political issues, the political orientations and attitudes of the major social groups. M T 8:40-9:50 and W 9 at the option of the instructors. Enrollment limited to twenty-five students. Mr Goldstein and Mr Rowe.
- 320a *Seminar in Comparative Government: The Politics of Rural and Urban Development in Latin America.* Prerequisite: Latin American politics or permission of the instructor. T 3-5. Miss Bourque.
- 322b *Seminar in Comparative Government: The Soviet Political System.* The interaction of political, economic and societal change in the post-Stalin period. The role of political and other elites in directing, mediating or limiting this interaction. Prerequisite: Government 222a, or permission of the instructor. T 3-5. Mr Hepinstall.
- [323a *Seminar in Comparative Government: Political Life in Contemporary India.* Mr Rowe.]
- 323b *Seminar in Comparative Government.* Topic for 1971-72: Problems in African Modernization. The process by which traditional institutions are adapted to modern functions. Each student will make a comparative analysis of two black African countries with regard to the economic, social and political changes in this modernization process. M 3-5. Mr Morris-Hale.

- 324b *Seminar in Comparative Government. Modern Ideological Trends in the Middle East.* Th 4-6. Mrs Divine.
- 325a *Seminar in Comparative Government: Communist Political Systems.* Theoretical approaches to the comparative study of Communist political systems; analysis of political institutions and behavior. Prerequisite: a course on Soviet or Chinese politics, or on modern Russian, Chinese, or Central European history. M 7:30. Mr Goldstein.

C. INTERNATIONAL RELATIONS

240a is suggested preparation for all other courses in this field.

- 240a *International Politics.* The context, practices, and problems of international politics. W Th F 10. Mr Overstreet.
- 240b *International Organization.* The role and function of international organizations, both universal and regional, in international relations. W 12, Th 11-12:50 and F 12 at the option of the instructor. Mr Overstreet.
- 241a *International Law.* The function of law in the international community with special reference to the relation of law, politics, and social change. M 12, T 11-12:50. Mr Rowe.
- 242a *Foreign Policy of the United States since 1898.* The growth of principles and practices of diplomacy from the emergence of the United States as a great power to the present. W 12, Th 11-12:50 and F 12 at the option of the instructor. Mr Overstreet.
- 242b *Foreign Policy of the United States.* Concepts for analysis of internal and external factors in the making of foreign policy decisions and for control over the instruments of policy. Evaluation of the role of the United States in the international political system. M T 1:40-2:50. Mr Rowe.
- [243b *Soviet Foreign Policy.* Continuity and change in Soviet foreign policy since 1917, with emphasis on the post-Stalin period. Mr Hepinstall.]
- [244a *Diplomacy.* The nature, function and style of the diplomatic services of selected Great and Small Powers. The theory and practice of international bargaining, negotiation and decision-making in bilateral and multilateral conferences from Versailles and the summit conferences during and after the Second World War to the European Common Market. W F 1:40-2:50 and Th 3 at the option of the instructor. Mr Overstreet.]

GOVERNMENT

- 340a *Seminar in International Politics.* Topic for 1971-72: American Foreign Policy and World Political Order: The Politics and Ideology of World War I and World War II. M 3-5. Mr Rowe.
- [340b *Seminar in International Politics.*]
- 341a *Seminar in International Politics.* Topic for 1971-72: Africa and World Politics. The role of African states in continental and international politics. M 3-5. Mr Morris-Hale.
- [342a *Seminar in International Politics.* Topic for 1972-73: Japanese Foreign Policy. Mr Overstreet.]
- 343b *Seminar on the Foreign Policy of the Chinese People's Republic.* The development and formulation of China's foreign policy, its ideological basis, and the instruments of its implementation. M 7:30. Mr Goldstein.

D. POLITICAL THEORY

- 260a *Ancient and Medieval Political Theory.* Greek, Roman, Judaic-Christian, and barbarian foundations of the Western political tradition. The approach to the material will be both historical and analytical. M 3-5 and one hour at the option of the instructor. Enrollment limited to twenty-five students. Mr Weinstein.
- [260b *History of Political Theory, 1500-1800.* An analytical and critical consideration of major theorists and concepts from Machiavelli through Burke, including such topics as political power and political right; the political implications of religio-ethical diversity; the principle and the problems of popular sovereignty; the philosophical justification of liberty and equality; revolutionary republicanism, conservatism, and the question of man's capacity to create and control political systems. W Th F 12 and Th 11 at the option of the instructor. Miss Kenyon.]
- 261a *Political Theory of the Nineteenth and Twentieth Centuries.* Marx, Mill, Hegel, and others who have contributed to the development of political thought in the nineteenth and twentieth centuries. Emphasis will be on a systematic examination of the important criticisms and defenses of liberal democracy. T Th 1:40-2:50, W 3 at the option of the instructor. Mr Green.
- 261b *Problems in Democratic Thought.* A consideration of such topics as majority rule, the role of minorities, the nature and function of public opinion, centralism and decentralism, obligation and disobedience. The emphasis will be on contemporary arguments about these problems. Prerequisite: 100, or 260b, or 261a, or the equivalent. M T 2, W 3. Mr Green.

- [262b *American Political Thought*. The evolution of the principles and practice of liberal democracy. American ideas concerning politics and government from the colonial period to the present. W Th F 10 and F 11 at the option of the instructor. Miss Kenyon.]
- 264 *Selected Topics in Political Theory*. An intensive study of selected theorists and themes in political theory. For honors students majoring in government. Open to honors students not majoring in government and to qualified non-honors government majors by permission of the instructor. M 3-5. Mr Weinstein.
- 326a *Seminar in Systematic Political Theory*. The intensive study of a few selected problems in the methodology of political science. Topics will vary from year to year but will be chosen from the following, among others: systems analysis, aggression and violence, political power and authority, and such normative concepts as "justice" and the "public interest." Emphasis will be on the examination of the relationship between the empirical analysis and the moral evaluation of political systems and public policy. T 3-5. Mr Rothman.
- 360b *Seminar in Contemporary Political Thought*.
- [361a *Seminar in Political Theory*.]
- [361b *Seminar in American Political Thought*.]
- 362b *Seminar in Political Theory*. Topic for 1971-72: John Stuart Mill's Philosophical Radicalism and Political Moderation. Selected topics in the political philosophy of John Stuart Mill with special emphasis on the role of reason and rationality in Mill's philosophic and reform programs. T 3-5. Mr Weinstein.
- 363b *Seminar in Political Analysis*. An intensive consideration of issues in the method and philosophy of political science, such as the fact-value problem, the place of ideology in political science, and the use of scientific methods to study politics. Mr Green.
-
- 380a, 380b *Directed Reading*. Independent study required of all senior government majors and honors candidates for one semester only. The course provides opportunity for reading which combines a focus on a topic or problem in political science of special interest to the student with a broad range of approaches and methods of inquiry related to that topic. Initial bibliographies must be approved by the Director and at the end of the semester students will submit annotated bibliographies. Mr Rowe (*Director*).

GOVERNMENT

381, 381a, 381b *Special Studies*. Admission by permission of the department for majors.

[HISTORY AND SOCIAL SCIENCE 395b. *Interdepartmental Seminar in Economics, Government, History, and Sociology*.]

[400 *Graduate Seminar in American Government*.]

[420 *Graduate Seminar in Comparative Government*.]

[440 *Graduate Seminar in International Relations*.]

[460 *Graduate Seminar in Political Theory*.]

THE MAJOR

Advisers: Miss Bourque, Mr Flynn, Mr Goldstein, Mr Green, Mr Hepinstall, Mr Jahnige, Mr Morris-Hale, Mr Robinson, Mr Rothman, Mr Rowe, Mr Weinstein.

Adviser for the Junior Year Abroad: Mr Overstreet.

Based on 100 or, in exceptional circumstances, on an equivalent course or courses approved by the Chairman.

Requirements: Ten semester courses, including the following: 100; 380a or 380b, to be taken in the senior year; one course in each of the following fields – American Government, Comparative Government, International Relations and Political Theory; and three additional courses.

Majors may spend the junior year abroad if they meet the College requirements.

One examination: a comprehensive examination in the discipline of political science.

HONORS

Directors: For the Class of 1972, Mr Weinstein; for the Class of 1973, Mr Green.

Based on 100 or, in exceptional circumstances, an advanced course approved by the student's Director of Honors.

Requirements:

1. A total of eight semester courses, including
 - a. 264 (*Selected Topics in Political Theory*) or two courses in political theory.
 - b. Three courses which constitute a broad subject matter area within which the senior thesis topic falls and upon which the oral examination will be

GOVERNMENT

based. The choice of these courses should be made with a view to demonstrating the student's ability to relate her thesis topic to the wider concerns of political science or social science generally.

These three courses need not be in a single "field" of government as described in the catalogue.

- c. 380a or 380b (*Directed Reading*), ordinarily to be taken in the senior year.
 - d. A senior thesis to count for two courses in the first semester of the senior year and to be submitted on the first day of the second semester.
2. Two examinations: a written comprehensive examination in political science and an oral examination based on the thesis and the field on which it was written, both to be taken in the second semester of the senior year.

HEBREW

See Religion and Biblical Literature, p. 193.

HISPANIC STUDIES

PROFESSOR:	JOAQUINA NAVARRO, PH.D.
ASSOCIATE PROFESSORS:	ERNA BERNDT KELLEY, PH.D., <i>Chairman</i> ALICE RODRIGUES CLEMENTE, PH.D.
INSTRUCTORS:	*MILAGROS TERESA ORTEGA-COSTA, M.A. HOWARD BLAKELY WESCOTT, A.M. CARMEN ANA SIERRA DE SUÁREZ-GALBÁN, M.A. ANTHONY T. ALLEGRO, M.A.
LECTURER:	CHARLES MANN CUTLER, JR., A.M.

The following preparation is recommended for students who intend to take the Spanish or Hispanic-American major: courses in Classics, either in the original or in translation; courses in other European literatures and history; a reading knowledge of another foreign language.

PORTUGUESE

- 120 *Elementary Portuguese.* Prerequisite: two years of Spanish or permission of the instructor. M T 2, W 3. Mr Cutler.
- [220a *Masterpieces of Portuguese Literature.* Prerequisite: 120.]
- 224a *Readings in the Modern Literature of Portugal and Brazil: The Novel.* Prerequisite: 120. M 10-11:50, T 10. Miss Clemente.
- 224b *Readings in the Modern Literature of Portugal and Brazil: The Modernist Movement in Poetry.* Prerequisite: 120. M 10-11:50, T 10. Miss Clemente.
- [226b *Masterpieces of Brazilian Literature.* Prerequisite: 120.]
- [321b *Eça de Queiroz.* The evolution of his novelistic technique and his role as a social critic. Prerequisite: 220a.]
- [326a *The Modern Brazilian Novel.* A study of the development of the Brazilian novel from the appearance of *Os Sertões* to the present, with emphasis on the outstanding writers of the Northeast. Prerequisite: 226b.]

SPANISH

- 100D *Elementary Course. Three semesters' credit.* Six class hours as follows: M T 12, W 11, W Th F 12. Miss Clemente and Mrs Kelley.
- 101 *Elementary Course.* M T W 9; M T 2, W 3; W Th F 10. Members of the Department.
- 102 *Intermediate Course.* Review of grammar and reading of modern prose. Prerequisite: two entrance units or 101. M T W 9; W Th F 12. Members of the Department.

HISPANIC STUDIES

- 103a *Grammar, Composition, and Reading.* Discussion of modern Spanish short stories, novels, plays, and poetry. Prerequisite: three entrance units. M T W 9; T Th 2, W 3. Members of the Department.
- 103b A repetition of 103a. M T 2, W 3. Members of the Department.
- 104b A continuation of 103a. Prerequisite: 103a. M 12, T W 11. Members of the Department.
- 200a *Advanced Conversation and Composition.* Intensive oral and written work on cultural topics and problems related to the Spanish-speaking world. Prerequisite: four entrance units; or 100D, 102, 103a or 103b. M 12, T W 11. Mrs Suárez-Galbán.
- 210b *Translation Course.* For students who need practice in translation for other disciplines. Prerequisite: 100D or its equivalent. M T W 9. Mr Allegro.
- 212a, 212b *Reading of Modern Novels, Plays, and Poetry.* Prerequisite: four entrance units; or 100D, 102, 103a, or 103b. Prerequisite for 212b: 212a or permission of the instructor. M 10-11:50, T 10. Mrs Suárez-Galbán.
- 215a, 215b *Literary Currents in the Hispanic World.* An introduction to literary movements and genres from the Middle Ages to the present. Prerequisite for 215a: four entrance units; or 100D, 102, 103a, or 103b. Prerequisite for 215b: 215a or permission of the department. M T W 9. Miss Clemente.
- 216a, 216b *Readings in Modern Hispanic-American Literature.* Prerequisite for 216a: four entrance units; or 100D, 102, 103a, or 103b. Prerequisite for 216b: 216a or permission of the department. Th F 8:40-9:50. Miss Navarro.

The prerequisite for the following Spanish courses is 212a and 212b, 215a and 215b, or 216a and 216b.

- 300b *The Teaching of Spanish.* Problems and methods in the teaching of the Spanish language; practice teaching. Hours to be arranged. Mr Allegro.

THE FORMATIVE PERIOD

- 330a *The Epic Tradition: Poems, Chronicles, and Ballads.* A study of the continuity of Spanish epic themes from the *Cantares de gesta* to the *Romancero*. W F 2, Th 3. Mrs Kelley.
- [331a *The Structure of the Spanish Middle Ages in Literature.* The legacy of the Moorish, Jewish, and Christian traditions.]

HISPANIC STUDIES

- 332b *Seminar: El Libro de buen amor and La Celestina.* A study of medieval and pre-Renaissance themes. T 11-12:50. Miss Clemente.
- [333b *Seminar: Lyric Poetry in the Hispanic World to the End of the Fifteenth Century.* The Peninsular traditions and the poetry of the Troubadours.]

THE IMPERIAL PERIOD

- 340b *Cervantes: The Birth of the Modern Novel.* W F 2, Th 3. Mrs Kelley.
- [342a *Seminar: Poetic Themes in the Golden Age.* A detailed study of one or two of the seven major poets of the Golden Age: Garcilaso, Herrera, Luis de León, San Juan de la Cruz, Lope de Vega, Góngora, Quevedo.]
- 343b *Lyric Poetry: Renaissance and Baroque.* The development of Spanish lyric poetry from Garcilaso and Boscán to Góngora and his followers. M 10-11:50, T 10. Mr Cutler.
- 344a *Ideological Framework of the Imperial Age.* An analysis of the main currents of thought in sixteenth-century Spain, and their influence on life and literature. M T 2, W 3. Mrs Kelley.
- [345a *Techniques of the Novel in the Golden Age.* Studies in the prevalent genres: chivalric, sentimental, pastoral, Byzantine, picaresque.]
- 346a *Seminar: Poetry and the Drama: Lope, Calderón.* Intensive analysis of the dramatic technique of one of these two major dramatists. T 3-5. Mr Cutler.
- [347b *Golden Age Drama: Juan del Encina to Calderón.* The development of the drama from the latest medieval examples to the *autos sacramentales* of Calderón.]
- 350b *The Literary Life of Colonial Hispanic-America.* The conflict between artistic attitudes and European influences that shaped the character of Hispanic-American Letters. W 12, Th 11-12:50. Miss Navarro.
- [351a *Hispanic-American Letters during the Eighteenth Century.*]

THE MODERN PERIOD

- 360a *Romanticism and the Revival of the Spanish Past.* Aspects of the re-creation of old legendary and historical material. W Th F 10. Miss Navarro.
- [361a *Seminar: Spanish Romanticism in Its European Context.* European romantic currents and Spanish romantic practice; the political emigrations and their influence on Spanish literature.]

- 362b *Seminar: The Hispanic and the Universal in the Novels of Galdós.* An analysis of Galdós' complex integration of Spain's history and character with the more intimate conflicts of man. T 3-5. Miss Navarro.
- [363b *Realism in Spain: The Image of the Regions.* Regionalism as an original Spanish contribution to the nineteenth-century novel.]
- 364b *Tradition and Dissent: The Generation of '98.* The problem of Spain as seen in the writings of the forty years preceding the Spanish Civil War with special emphasis on the modern essay. Hours to be arranged. Mr Wescott.
- 365a *New Directions in the Twentieth-Century Novel.* A study of the important novelists of the twentieth century in the light of their formal innovations and their artistic, philosophical, and social preoccupations. M T 12, W 11. Mr Allegro.
- [366b *The Heritage of Modernism: Twentieth-Century Poetry.* Readings in twentieth-century poetry; a study of trends, schools, and movements.]
- [367b *Seminar on the New Drama: Themes and Trends.* Contemporary developments in Spanish drama from Benavente to the present.]
- 370a *Seminar: Hispanic-American Society in the Novel.* The novel as a mirror of vital aspects of Hispanic-America. Th 11-12:50. Miss Navarro.
- [371b *Currents in Modern Hispanic-American Poetry.* Nineteenth- and twentieth-century Hispanic-American poetry as a counterpart to 370a.]
- 380a, 380b *Special Studies in the Formative Period.* By permission of the department for senior majors and honors students.
- 382a, 382b *Special Studies in the Imperial Period.* By permission of the department for senior majors and honors students.
- 384a, 384b *Special Studies in the Modern Period.* By permission of the department for senior majors and honors students.
- 386a, 386b *Special Studies in Hispanic-American Literature.* By permission of the department for senior majors and honors students.

GRADUATE

Adviser: Miss Navarro.

Students who wish to do graduate work in the department are expected to have a knowledge of Latin.

HISPANIC STUDIES

400 *Research and Thesis.* (May be taken for double credit)

402a, 402b *History of the Spanish Language.* Miss Navarro.

410a, 410b *Spanish Bibliography and Literary Methods.* Mrs. Kelley.

440a *Studies in Contemporary Spanish Literature.* A detailed examination of the main currents of Spanish contemporary literature emphasizing stylistic analysis.

460a *Studies in the Golden Age.* Traditionalism, Renaissance, Catholic Reformation: artistic and ideological problems, in reference to specific authors, works, and periods.

480a, 480b *Advanced Studies in Spanish Literature.* Arranged in consultation with the adviser of graduate study on subjects such as poetry of the Golden Age, Cervantes, Tirso and the Spain of his epoch, eighteenth- nineteenth- and twentieth-century prose.

THE MAJORS

Adviser for Hispanic Studies and for Hispanic-American Studies: Miss Clemente.

HISPANIC STUDIES

Basis: 212a and b, or 215a and b, or 216a and b.

Requirements: Nine semester courses, including the basis, of which six must be above the intermediate level. Students majoring in Hispanic Studies are expected to elect courses in each of the periods, i.e., in the Formative, the Imperial and the Modern.

An examination of competence or an integrating paper.

HISPANIC-AMERICAN STUDIES

Two programs are offered:

Program I: for students particularly interested in literature.

Basis: 212a and b, or 215a and b, or 216a and b.

Requirements: Nine semester courses, including the basis, of which six must be above the intermediate level and include 350b or 351a, and 370a or 371b.

Courses dealing with Brazilian literature may also be counted in the major.

Students electing this major are strongly urged to also elect courses in other departments dealing with Hispanic-American problems.

An examination of competence or an integrating paper dealing with Hispanic-American literature.

HISPANIC STUDIES

Program II: for students interested in fields other than literature.

Basis: Spanish 100b or its equivalent, History 257a, and History 255b or 256b.

Requirements: Hispanic Studies 216a and b or two courses from 350b or 351a, and 370a or 371b; five semester courses (on the intermediate or advanced level), to be selected from Economics, Government, Hispanic Studies, History, Sociology and Anthropology, dealing with problems in or related to Hispanic-America.

An examination of competence or an integrating paper.

HONORS

Director: Mrs Kelley.

A. In Hispanic Literature:

Requirements: Those of the Hispanic Studies major. The program must include a minimum of two seminars, and courses from the Formative, the Imperial and the Modern Periods. The student's honors work will culminate in a long paper normally to be written during the first semester of the senior year.

Examinations: An integrating honors examination and an oral examination.

B. In Hispanic-American Literature:

Requirements: Those listed under Program I of the Hispanic-American Studies major. Minimum of one seminar and one Special Studies. A long paper normally to be written during the first semester of the senior year.

Examinations: An integrating honors examination and an oral examination.

C. In Hispanic-American Area Studies:

Students will plan their honors program with the Director of Honors in consultation with members of the departments concerned with Hispanic-American problems.

Requirements: Those listed under Program II of the Hispanic-American Studies major. The program must include a minimum of two seminars. At least one course or seminar dealing with Hispanic-American problems in each of the participating departments, *i.e.*, in Economics, Government, Hispanic Studies, History, and Sociology and Anthropology. A long paper dealing with a problem or problems relating to at least two of the departments participating in the program, normally to be written during the first semester of the senior year.

Examination: An integrating honors examination.

HISTORY

- PROFESSORS: THOMAS CORWIN MENDENHALL, B.LITT., PH.D., LL.D.,
L.H.D.
**MAX SALVADORI, DR.SC. (POL.), LITT.D.
KLEMENS VON KLEMPERER, PH.D.
CHARLES WHITMAN MACSHERRY, PH.D., *Chairman*
LOUIS COHN-HAFT, PH.D.
**NELLY SCHARGO HOYT, PH.D.
STANLEY MAURICE ELKINS, PH.D.
ALLAN MITCHELL, PH.D.
ASSOCIATE PROFESSORS: ROBERT MITCHELL HADDAD, PH.D.
JOAN M. AFRICA, PH.D.
†ALLEN WEINSTEIN, PH.D.
**R. JACKSON WILSON, PH.D.
R. ALAN LAWSON, PH.D.
LESTER K. LITTLE, PH.D.
ASSISTANT PROFESSOR: DAVID FREDERICK ALLMENDINGER, JR., PH.D.
LECTURERS: LESLIE J. BURLINGAME, M.A.
RICHARD SANFORD GORDON, M.A., M.PHIL.
²LYNN HOLLEN LEES, PH.D.
HOWARD ALLEN NENNER, LL.B., PH.D.
JOACHIM WOLFGANG STIEBER, M.A.

Introductory and intermediate courses are available to all students. Those who are considering a major or advanced work in history are encouraged to enroll in History 100a, 100b or 101b. The "300 courses" are intended primarily for upper-classmen. Students planning to honor in history should consult the special regulations. A reading knowledge of foreign languages is recommended, especially for students planning to major in history.

INTRODUCTORY COURSES

- 100a *Ideas and Institutions in European History, 350-1600.* The rise of a distinctive Latin Christian (medieval) society in western Europe; the emergence of new cultural ideals in Renaissance Italy; religion and politics in the Age of the Reformation. Lec. M T 2; dis. T W 9, T 3-5, W 2-4. Mr Nenner and Members of the Department.
- 100b *An Introduction to Historical Method and a Study of a Selected Topic in European or American History since 1600.* Pro-seminar meeting: two hours per week; schedule and topics to be announced. Open to students who have not taken 100a. Mr Nenner and Members of the Department.

- 101b *Problems in Greco-Roman History.* A study of classical civilization between the formation of the Greek city-states and the decline of the Roman Empire. Lec. W Th 10; sect. F 10-12. Mr Cohn-Haft and Members of the Department.

INTERMEDIATE COURSES

- [201a *The Ancient Near East.* Introduction to the history and modern study of the earliest civilizations of the Near East, from the Sumerians and the Old Kingdom in Egypt to the Persian Empire. Mr Cohn-Haft.]
- 202a *Classical Greece.* Th 11-12:50, F 12. Mr Cohn-Haft.
- [203b *The Roman Republic.* Mr Cohn-Haft.]
- 204a *The Roman Empire.* Th F 8:40-9:50. Mr Cohn-Haft.
- 212a *Latin Christian Society, 300-1100.* The formation of Latin Christendom out of its Roman, Germanic, and Christian elements. M 12, T 11-12:50. Mr Little.
- 213b *Latin Christian Society, 1000-1300.* The formation of the basic structures of pre-industrial Europe: cities, markets, roads, buildings, universities, monarchies, "estates," parliaments, and the various forms of religious life. M 12, T 11-12:50. Mr Little.
- [215a *The Byzantine Empire, 300-1453.*]
- 216a *The Islamic Middle East to the Fifteenth Century.* From Muhammad to the beginnings of the Ottoman Empire. M T W 9. Mr Haddad.
- [217a *East Asia to 1800.* The formation of a distinctive civilization in China; its extension and modification in China and Japan and other areas of East Asia. Mr MacSherry.]
- 221a *Europe from 1300 to 1530 and the Civilization of the Renaissance in Italy.* Latin Christian society during the fourteenth and fifteenth centuries with emphasis upon the theory and practice of government in church and state. The formation of new cultural ideals in Renaissance Italy, set against the background of traditional Latin Christian (late medieval) civilization. Open to freshmen by permission of the instructor only. M T W 9. Mr Stieber.
- 222b *Europe from 1475 to 1610: the Age of the Reformation and the Transition to Early Modern Times.* Latin Christian society on the eve of the Reformation; humanism north of the Alps; religion and politics in the Age of the Reformation. Open to freshmen by permission of the instructor only. M T W 9. Mr Stieber.

HISTORY

- 223a *England under the Tudors and Stuarts.* Political, social, and intellectual history of England in the sixteenth and seventeenth centuries. M 12, T 11-12:50, W 11. Mr Nenner.
- [224a *France from 1559 through the French Revolution.* Mrs Hoyt.]
- 225a *The Age of Monarchy and Revolution.* A comparative analysis of political, social and economic problems of continental Europe from the end of the Thirty Years' War to the French Revolution. Open to freshmen by permission of the instructor only. M 10-11:50, T 10. Mrs Hoyt.
- 226a *Russia from the Kievan Period to 1801.* W Th 10, F 10-11:50. Miss Afferica.
- [228b *Intellectual History of Europe in the Eighteenth Century.* Open to freshmen and sophomores by permission of the instructor only. Mrs Hoyt.]
- 231a *Modern European History.* Europe's liberal age: the transformation of European nations, 1814-1917. Not open to freshmen. M 12, T 11-12:50, W 11. Mr Salvadori.
- [232b *Modern European History.* Conflicts and revolutions in Europe in the twentieth century; prelude to war, war and peace, 1904-1919; Communist and Fascist revolutions; democracies in crisis; successes and failures of internationalism; World War II; postwar Europe. Not open to freshmen. Mr Salvadori.]
- 233b *Modern Britain.* Political, social, and intellectual history of Britain from 1714. M 12, T 11-12:50, W 11. Mr Nenner.
- 234a *France since Napoleon.* Th F 8:40-9:50. Mr Mitchell.
- 235b *Germany since 1870.* W Th F 10. Mr Mitchell.
- 236a *Central Europe since 1815.* The Habsburg monarchy and its successor states. Problems of a multinational area in an age of nationalism; the interaction between this area and the great powers. Open to freshmen by permission of the instructor only. M T 1:40-2:50, W 3 at the option of the instructor. Mr von Klemperer.
- 237b *Russia since 1801.* W Th 10, F 10-11:50. Miss Afferica.
- 243b *The Culture of Europe between the Two World Wars.* M T 1:40-2:50, W 3 at the option of the instructor. Mr von Klemperer.
- 251b *The Islamic Middle East since the Fifteenth Century.* The Ottoman Empire, its modern successor-states, Safavid Persia, and modern Iran. M T W 9. Mr Haddad.

HISTORY

- 253a *East Asia since 1800.* The period of internal transformation and extensive Western influence. M 3-5. Mr MacSherry.
- 255b *Latin American since Independence.* Analysis of its political, economic and social history. W Th 10, F 10-11:50. Mr Gordon.
- [256b *Mexico and the Hispanic-Indian Republics.*]
- 257a *Hispanic America in the Colonial Period.* W Th 10, F 10-11:50. Mr Gordon.
- 261a *The Colonial Experience in North America.* W 12, Th 11-12:50, F 12. Mr Allmendinger.
- 262b *The United States in the Early National Period.* Th F 8:40-9:50. Mr Elkins.
- 264a *History of the South since The Civil War.* Th F 8:40-9:50. Mr Elkins.
- [265a *Nineteenth-Century America, 1840-1900.* Mr Weinstein.]
- 266a *Problems in United States Social History.* W 12, Th 11-12:50, F 12. Mr Wilson.
- 267b *The United States in the Twentieth Century.* M T 1:40-2:50.
- 273a *Intellectual History of the United States.* M 12, T 11-12:50. Mr Lawson.
- 274b *Intellectual History of the United States.* M 12, T 11-12:50. Mr Lawson.
- [281a *European Economic History.*]
- 285b *American Economic History: 1870-1950.* The rise of industrialism in the United States, and the response to it. Analysis of American economic development, the problems it created, and the ways in which Americans have tried to cope with these problems. Recommended background: Economics 110a or 110b. W Th F 12. Mr Aldrich (Economics).

COLLOQUIA

Reading and discussion courses with enrollment limited to twenty students.

- 301a, 301b *Special Studies.* By permission of the department, for qualified upper-classmen.
- 311b *School and Society in the Latin West, 400-1400.* The connection between educational programs – ideal and actual – and the societies in which they appeared, from late antiquity to the early modern era. M 3-5. Mr Little.

HISTORY

- [321a] *The Age of Monarchy and Revolution*. A comparative analysis of political, social, and economic problems of Continental Europe from the end of the Thirty Years' War to the French Revolution. Mrs Hoyt.]
- 322a *History and Historians*. A study of great historians and the development of historical thought. T 3-5. Mrs Hoyt.
- [332a] *Themes in English History since 1485*. Mr Nenner.]
- [334b] *Modern Imperialism*. The rise and decline of Eastern and Western Empires from the sixteenth to the twentieth century. Mr Salvadori.]
- 335a *Intellectual History of Europe in the Nineteenth Century*. Topic for 1971-72: Marx and Nietzsche. Th 11-1. Mr Mitchell.
- [336b] *Intellectual History of Europe in the Twentieth Century*.]
- 337b *The History of Women*. Topic for 1971-72: The History of the Women's Rights Movement in America. Th 7:30-9:30. Mr Allmendinger.
- [361a] *Problems in American Political Development*.]
- [362a] *The United States since 1945*.]
- 381a, [381b] *The Teaching of History and the Social Sciences*. A course for prospective teachers of history and social studies at the secondary level. Classroom procedure and curriculum in secondary school history and related subjects; organization and presentation of subject matter. Two class hours with observation and directed intern teaching. Recommended background: Education 232b. By permission of the instructor. M 3-4:50. Mr Ducharme. (Education)

HISTORY OF SCIENCE 395a *The Concept of Nature from the Pre-Socratics to Newton*. M T 1:40-2:50, Th 2 at the option of the instructor. Miss Burlingame.

HISTORY OF SCIENCE 396b *Science from Newton to 1900*. The role of the biological and physical sciences in shaping the modern world view. M T 1:40-2:50, Th 2 at the option of the instructor. Miss Burlingame.

SEMINARS

- 303b *Problems in Greek History*. Th 4-6. Mr Cohn-Haft.
- 313a *Problems in Franciscan and Dominican History*. The lives of St. Francis and St. Dominic and the ways these were treated in literature and painting from the early thirteenth to the mid-fifteenth centuries. M 3-5. Mr Little.

- 324b *Topics in European History, 1300-1600.* Topic for 1971-72: The Head and Members of the Body Politic: the Theory and Practice of Government in Church and State in Europe between 1300 and 1600. T 3-5. Mr Stieber.
- 325b *The Expansion of Europe Overseas, 1500-1789.* M 7:30. Mr Mendenhall.
- [327a *The Enlightenment and the Encyclopédie.* Mrs Hoyt.]
- [328b *Problems in the French Revolution.* Mrs Hoyt.]
- 341a *Modern Europe.* W 7:30. Mr Salvadori.
- 343b *Topics in British History.* Topic for 1971-72: Order and Authority in Tudor England. M 7:30. Mr Nenner.
- [345b *Modern Germany.* Mr von Klemperer.]
- 348b *Topics in Russian History.* Topic for 1971-72: The Political and Historical Roots of Soviet Dissent. Th 4-6. Miss Afferica.
- 349b *Topics in European Intellectual History.* Topic for 1971-72: to be announced. Th 7:30. Mr Mitchell.
- 351b *Problems in the History of the Middle East.* T 3-5. Mr Haddad.
- 353b *Topics in the Intellectual History of China.* Topic for 1971-72: The Challenge of Western Thought in Nineteenth- and Twentieth-Century China. M 3-5. Mr MacSherry.
- 355b *Problems in the History of Latin America.* Th 4-6. Mr Gordon.
- 356a *Revolution and Leadership in Latin America.* Th 4-6. Mr Gordon.
- [357b *Comparative Slave Systems in the Americas.*]
- [373a *The American Revolution.*]
- 374a *Problems in United States Intellectual History.* T 3-5. Mr Lawson.
- [375b *United States Foreign Policy.*]
- 376b *Antebellum America: The South and the Nation, 1830-1860.* Th 4-6. Mr Elkins.
- [377b *The United States in the Gilded Age.* Social and economic change, cultural life, and political themes in late nineteenth-century America. Mr Weinstein.]
- 385a *Topics in Comparative History.* Topic for 1971-72: The Historical Roots of European Fascism. M 7:30. Mr von Klemperer.

HISTORY

386b *Topics in Comparative History.* Topic for 1971-72: Europe and the United States in the Twentieth Century. M 7:30. Mr von Klemperer.

388a *Problems of Inquiry.* Introduction to the method of historical research, analysis and writing. For honors students. Th 4-6. Members of the Department. 1971-72: Miss Afferica.

[HISTORY AND SOCIAL SCIENCE 395b. *Interdepartmental Seminar in Economics, Government, History, and Sociology.*]

HISTORY OF SCIENCE 397b *The Scientific Revolution: 1600-1800.* The influence of theology and philosophy on the history of science. Topics include the role of teleology and natural theology in the development of astronomy, geology, and biology, and the interrelations of science and religion. (To be given at Mount Holyoke College.) Miss Burlingame.

GRADUATE COURSES

400a, 400b *Research and Thesis.*

401a, 401b *Special Problems in Historical Study.* Arranged individually with graduate students.

[421a *Problems in Early Modern History.*]

431a *Problems in Modern European History.* M 7:30. Mr Salvadori.

461a *Problems in American History.* Th 7:30. Mr Allmendinger.

THE MAJOR

Advisers: Mr Allmendinger, Mr Cohn-Haft, Mr Haddad, Mr Lawson, Mr Mitchell, Mr Nenner, Mr Stieber, Mr von Klemperer.

Advisers for the Junior Year Abroad: Mrs Hoyt, first semester; Mr MacSherry, second semester.

All sophomores planning to study abroad and seniors returning from abroad (except those who honor) *must* have their program approved by the departmental Junior Year Abroad adviser.

The history major is constituted by ten semester courses, distributed as follows:

- 1) History 100 (2 semester courses)
- 2) Major Field of Concentration (3 semester courses, of which one must be a seminar)

- 3) Minor Field of Concentration (2 semester courses outside the major field, of which one should normally be a colloquium or seminar)
- 4) Ancient Studies (1 semester course in ancient history or one of the following related courses: Art 211a, Art 212b, Government 260a, Philosophy 124a)
- 5) Additional Courses (2 semester courses or colloquia, one of which may be in a related discipline unless the Ancient Studies course is taken outside the department).

Freshmen entering the major with a satisfactory score in European history on either the College Board Advanced Placement examination or the department's own placement examination (offered in the fall, prior to the beginning of classes) may be, upon petition, exempted from the first semester of History 100. This semester course may then be replaced by any intermediate course in Medieval, Renaissance, or Reformation history. Sophomores wishing to enter the major after having taken such an intermediate course may, upon petition, substitute it for the first semester of History 100. All history majors are ordinarily expected to take the second (proseminar) semester of History 100.

Freshmen or sophomores who contemplate entering the history major at mid-year are encouraged to take History 101b. This course may count as Ancient Studies and will provide useful background for History 100, which should ordinarily be taken in the year following. History 100 and History 101b are, of course, available to any student in the College.

All history majors will be expected to take a competence examination at the end of their senior year. This will consist of two parts:

- 1) Historiography: based on course work and a supplementary reading list distributed by the department;
- 2) Historical Problems: based primarily on the major field of concentration.

The major field of concentration may be chosen from among the following:

Ancient
 Medieval (300-1400)
 Early Modern
 (*either Renaissance-Reformation, 1300-1610*
 or The Age of Monarchy, 1600-1815)
 Modern Europe
 (*either Nineteenth Century Europe, 1789-1919*
 or Contemporary Europe, 1890 to the present)
 United States
 Latin America
 Middle East
 East Asia

HISTORY

HONORS

Director: Miss Afferica.

Students eligible for the honors program normally enter as juniors. Seniors returning from a junior year at other institutions and the Junior Years Abroad may also apply. A candidate for admission must present the basis of the major (History 100a and b) and at least one other course in history.

Honors students will present ten semester courses for the major but will prepare only a *major* field selected from the following:

Ancient
Medieval (300-1400)
Early Modern Europe (1300-1815)
Modern Europe (1789-present)
United States
Middle East
East Asia

In addition, the honors student's program should include the following:

- 1) History 388a (taken ordinarily in first semester of junior year)
- 2) Ancient studies (one semester course).
- 3) Honors thesis (for single or double credit, either in consecutive semesters or first semester of senior year). Due on first day of second semester.
- 4) Philosophy of History (taken in second semester of senior year).

Seminars for honors students will be offered in conjunction with the following lecture courses:

History 202a	History 221a	History 243b
History 213b	History 225a	History 274b

In each semester of the junior and senior year students will take a minimum of one such attached seminar, regular seminar, or colloquium, either within or outside the department. Honors students will have the option of taking three courses for credit and a fourth course for audit credit in the second semester of the senior year. In May of the senior year the student will be examined orally on the subject of her thesis and will be asked to write a prepared exercise on general questions relating to her major field as a whole.

HISTORY OF SCIENCE

See pp. 216-217.

ITALIAN LANGUAGE & LITERATURE

PROFESSOR:	GIUSEPPE VELLI, DOTTORE IN LETTERE, <i>Chairman</i>
ASSISTANT PROFESSOR:	MARGHERITA SILVI DINALE, DOTTORE IN LETTERE
LECTURERS:	MANLIO CANCOGNI, DOTTORE IN LETTERE §IOLE FIORILLO MAGRI, A.M., DOTTORE IN LINGUE E LETTERATURE STRANIERE

It is recommended that students planning to major in Italian take History 100a, one course in modern European history, and Philosophy 124a, b. Those intending to spend the junior year in Italy should consult the Chairman about preparatory courses.

111D or 112 is the prerequisite for 226 and all advanced courses.

In all literature courses majors will be required to write in Italian; non-majors may do written work in English.

A. LANGUAGE

- 111 *Elementary Course.* M T W 9; W Th F 12; and two hours to be arranged. (A special section for juniors and seniors who wish greater emphasis on reading ability will be given.) Mrs Dinale and Members of the Department.
- 111D *Intensive Elementary Course.* M T W Th F 9; M T W Th F 2; two additional hours to be arranged for conversation. *Three semesters' credit.* Mrs Dinale.
- 112 *Intermediate Course.* Reading from modern Italian literature, including grammar and composition; followed by a survey of Italian civilization. Prerequisite: two entrance units in Italian or 111. M T W 9. Mr Cancogni.
- 227a *Intermediate Composition.* Reading of and comment on contemporary, not exclusively literary, Italian texts with special emphasis on syntax and style. Italian-English and English-Italian translation. Prerequisite: 111D, 112, or permission of the department. Hours to be arranged. Mr Velli.
- 331b *Advanced Composition.* Continuation of 227a with emphasis on composition. Prerequisite: 227a or permission of the department. Hours to be arranged. Mr Velli.

B. LITERATURE

- 226 *Survey of Italian Literature.* Reading of outstanding works, and consideration of their cultural and social background. Hours to be arranged. Mr Cancogni.

ITALIAN LANGUAGE & LITERATURE

- 301, 301a, 301b *Special Studies*. By permission of the department for senior majors who have had three semester courses above the introductory level. Members of the Department.
- 336 *Dante: Vita Nuova, Divina Commedia*. M 10-11:50. Mr Velli.
- 337a *Selected Readings from "Rerum Vulgarium Fragmenta."* Emphasis on the culture and style of Petrarch. Reasons for and nature of Petrarchism. T 11-12:50. Mr Velli.
- 337b *Boccaccio's Decameron*. Themes, structure, and narrative technique. The position occupied by the work in the Italian prose tradition. T 11-12:50. Mr Velli.
- [338a *Machiavelli and Renaissance Thought*. Reading of *Il Principe* with ample selections from *Discorsi sopra la Prima Deca di Tito Livio* and from literary works (*Mandragola, Belfagor, Lettere*). T 11-12:50. Mr Cancogni.]
- [338b *Ariosto's Orlando Furioso and the Literary Ideals of the Renaissance*. Analysis of the work and reading of significant episodes. Tasso's *Gerusalemme Liberata* and the spirit of the late sixteenth century. Analysis of Tasso's lyricism and the pre-baroque character of his art. T 11-12:50. Mrs Dinale.]
- 339a *Italian Romanticism*. Leopardi: selected readings from his *Canti*. Manzoni: *I Promessi Sposi*, and selections from minor works. Hours to be arranged. Mr Cancogni.
- [339b *Culture and Literature of the Eighteenth Century*. Selected readings from Vico, *Scienza Nuova*; Alfieri, *Tragedie*; Foscolo, *Ultime Lettere di Jacopo Ortis, Sonetti, Sepolcri*. Hours to be arranged. Mrs Dinale.]
- 342b *Contemporary Literature*. Emphasis on the relationship between narrative in literature and the cinema. A study of reciprocal influences, both in style and subject matter. Works by Moravia, Vittorini, Pavese, Rossellini, Bassani, De Sica, Cassola, Fellini, Pasolini, Sciascia, Germi, and others will be analyzed. To be given in English. Hours to be arranged. Mrs Dinale, Mr Cancogni.

GRADUATE

Adviser: Mr Velli.

450, 450a, 450b *Research and Thesis*.

451, 451a, 451b *Advanced Studies*.

ITALIAN LANGUAGE & LITERATURE

THE MAJOR

Advisers: Mrs Dinale, Mr Velli.

Based on 111b or 112.

Requirements: nine semester courses, in addition to the basis and including the following: 226; 331a; 336; 337a or b; 338a or b; two of the following: 339a, 339b, 342b.

A comprehensive examination based on the requirements for the major.

HONORS

Directors: Mrs Dinale, Mr Velli.

Based on 111b or 112.

Requirements: nine semester courses in addition to the basis, as in the major, and a long paper (a semester of independent work).

Two examinations: one in the general field of Italian literature; one in linguistic preparation.

MATHEMATICS

PROFESSORS: BERT MENDELSON, PH.D.
ALICE B. DICKINSON, PH.D., *Chairman*
ASSOCIATE PROFESSOR: **MICHAEL CAESAR GEMIGNANI, PH.D.
ASSISTANT PROFESSORS: MARJORIE LEE SENECHAL, PH.D.
DAVID WARREN COHEN, PH.D.
JAMES JOSEPH CALLAHAN, PH.D.
ALICE JEANNE LADUKE, PH.D.
DANIEL FRANKLIN STORK, PH.D.

Students planning to take courses in mathematics are expected to offer at least three entrance credits in mathematics; those planning to major in mathematics are advised to take courses in mathematics throughout the freshman and sophomore years. A course in astronomy or physics is also recommended.

- 100a *Topics in Finite Mathematics I.* Topics include elementary logic, circuit design, and probability. For students who do not plan to major in mathematics or a physical science. M 12, T W 11.
- [101b *Topics in Finite Mathematics II.* Probability, matrix theory, and computer applications. Prerequisite: 100 a or b.]
- 102a *Pre-calculus Mathematics.* Trigonometry, analytic geometry, some topics from algebra. Prerequisite: three entrance units in mathematics, not including analytic geometry. W Th F 10, F 11 at the option of the instructor. Mrs Senechal.
- 102b A repetition of 102a. W Th F 10, F 11 at the option of the instructor.
- 103a *Calculus I.* The derivative with applications, the integral, the mean value theorem and the fundamental theorem of calculus. Prerequisite: 102a or at least three entrance units in mathematics including analytic geometry. M T W 9, T 10 at the option of the instructor. M 12, T W 11, T 12 at the option of the instructor; W Th F 10, F 11 at the option of the instructor; W Th F 12, Th 11 at the option of the instructor; W Th F 2, Th 3 at the option of the instructor. Members of the Department.
- 103b Repetition of 103a. W Th F 10, F 11 at the option of the instructor. Mrs Senechal.
- 104a *Calculus II.* Inverse functions, logarithmic and exponential functions, series, techniques of integration. Prerequisite: 103a or 103b, or four entrance units in mathematics including analytic geometry and at least a half-year of calculus. M 12, T W 11, T 12 at the option of the instructor; W Th F 10, F 11 at the option of the instructor. Members of the Department.

- 104b Repetition of 104a. M 12, T W 11, T 12 at the option of the instructor; W Th F 10, F 11 at the option of the instructor; W Th F 12, Th 11 at the option of the instructor; W Th F 2, Th 3 at the option of the instructor. Members of the Department.
- 109a *The Teaching of Elementary Mathematics.* A course for prospective teachers in elementary school. Selection and presentation of mathematics in the primary curriculum. Observation, directed teaching and tutoring, and two class hours weekly. No prerequisite in mathematics. Open only to juniors and seniors. Offered in alternate years. Th 3-5. Mrs Dickinson.
- 110b *Introduction to Symmetry.* The mathematical theory of repeating patterns, studied through ornamental patterns and applied to the structure of crystals. Crystals are grown and the physical consequences of their internal symmetry are examined. Not for science majors. No prerequisite. Discussion-laboratory. M and W 2-4. Mrs Senechal.
- 113a *Computer Programming.* Introduction to Fortran. No prerequisite. No credit. Hours to be arranged through computer center or Mr Mendelson.
- 113b A repetition of 113a. Mr Mendelson.
- 114b *Advanced Programming.* Assembly language for the IBM 1130 and monitor. Prerequisite: 113a or the equivalent and permission of the instructor. No credit. One hour, to be arranged. Mr Mendelson.
- 200a *Introduction to Numerical Methods.* Application of numerical methods to power series, roots of equations, simultaneous equations, numerical integration, and ordinary differential equations. Prerequisite: 104a or b and some knowledge of Fortran. M T 2, W 3. Mr Mendelson.
- 201a *Linear Algebra.* Vector spaces, matrices, linear transformations, systems of linear equations. W Th F 10. T Th 2, W 3. Members of the Department.
- 201b A repetition of 201a. T Th 2, W 3; W Th F 10. Members of the Department.
- 202a *Calculus III.* Vectors, partial differentiation, and multiple integration with applications. Prerequisite: 104a or b; 201a or b is suggested. M T W 9.
- 202b Repetition of 202a. M T W 9. Members of the Department.
- 204b *Topics in Applied Mathematics.* Fourier analysis, orthogonal functions, and applications. Prerequisite: 201a or b and 202a or b. W Th F 12. Mr Callahan.

MATHEMATICS

- 207a *Fundamental Concepts of Mathematics.* Topics will include set theory, axiomatic systems and models, relations and functions, transfinite numbers, paradoxes, methods of proof. Prerequisite: 201a or b, or 202a or b, or permission of the instructor. W Th F 10. Mr Cohen.
- 207b A repetition of 207a. W 10, F 10-11:50. Mrs Dickinson.
- 222a *Differential Equations.* Theory and applications of ordinary differential equations. Prerequisite: 104a or b. W Th F 12. Mr Callahan.
- 224b *Topics in Geometry.* Euclidean, non-Euclidean, and projective geometry. Prerequisite: 104a or b or permission of the instructor. T Th 1:40-2:50. Mrs Senechal.
- 233a *Modern Algebra.* An introduction to the most important concepts of abstract algebra, including rings, fields and groups. Prerequisite: 201a or b, or 202a or b, or permission of the instructor. M T W 9. Mr Stork.
- 233b A repetition of 233a. M 12, T W 11. Mr Cohen.
- [234a *Projective Geometry.* Axioms, duality, projectivities, equivalent formulations of the fundamental theorem, introduction of coordinates, conics. Prerequisite: 202a or b, or permission of the instructor.]
- 238b *Theory of Numbers.* Properties of integers including congruences, primitive roots, quadratic residues, continued fractions. Prerequisite: 233a or b, or permission of the instructor. Th F 8:40-9:50. Miss LaDuke.
- [240a *Differential Geometry.* Differential geometry of curves and surfaces in three dimensions. Prerequisite: 202a or b. T Th 1:40-2:50. Mr Callahan.]
- 242a *Topology.* Point set topology, the real line, metric spaces, abstract topological spaces. Prerequisite: 202a or b. W Th F 12. Mr Mendelson.
- 244a *Complex Variables.* Complex numbers, differentiation, integration, Cauchy integral formula, calculus of residues, applications. Prerequisite: 201a or b and 202a or b. T Th 1:40-2:50. Mrs Senechal.
- 246a *Probability.* Mathematical theory of probability with an introduction to mathematical statistics. Prerequisite: 202a or b. M 12, T W 11. Mr Gemignani.
- 250b *The Teaching of Mathematics.* A course for prospective teachers of mathematics in secondary schools. Selection and presentation of mathematics in the secondary curriculum. Observation and directed teaching, and two class hours weekly. Prerequisite: two semester courses beyond 202a or b. Th 3-5. Mrs Dickinson.

MATHEMATICS

- 301a, 301b *Special Studies*. By permission of the department for majors who have had at least four semester courses beyond 104a or b.
- 302a, 302b *Special Studies for Honors Students*. Directed reading, exposition, and long paper. The topic of specialization will be chosen in consultation with the Director at the beginning of the senior year. Either 302a or 302b may be taken for double credit.
- 333b *Topics in Abstract Algebra*. Vector spaces, linear transformations, further study of topics included in 233a. Prerequisite: 233a or b. M T W 9. Mr Stork.
- 343a *Mathematical Analysis I*. A rigorous treatment of the concepts of the calculus. Prerequisite: 201a or b and 202a or b. M 12, T W 11. Miss LaDuke.
- 344b *Mathematical Analysis II*. Prerequisite: 343a. M 12, T W 11. Miss LaDuke.

GRADUATE

- 420a, 420b *Special Studies in Topology and Analysis*.
- 430a, 430b *Special Studies in Modern Geometry*.
- 440a, 440b *Special Studies in Algebra*.

THE MAJOR

Advisers: Mrs Dickinson, Mr Mendelson, Mrs Senechal.

Requirements: Nine semester courses, including 201a or b, 202a or b, and 233a or b. Two of the nine may be chosen from the following: Astronomy 122, 234 or courses at a higher level; Chemistry 231, 241b, 435a; Philosophy 320b; Physics 214a or courses at a higher level (except 226 and 311). Except for 104a or b, the mathematics courses must be at the intermediate or advanced level.

Within guidelines established by the department and with its approval, each major will have the option of a competence examination or paper, or an appropriate combination of the two.

HONORS

Director: Mrs Dickinson.

Requirements: in addition to the nine courses required for the major, students must take the Special Studies for honors students (302a and 302b, which include the long paper), in the senior year. Either 302a or 302b may be taken for double credit.

Examinations: In addition to the requirements for the major, each honors student must take an oral examination in the area of her honors thesis.

MUSIC

PROFESSORS:	ALVIN DERALD ETLER, MUS.B. †IVA DEE HIATT, M.A., <i>Director of Choral Music</i> VERNON D. GOTWALS, JR., M.F.A., <i>Chairman</i> PAUL RICHER EVANS, PH.D. ROBERT MARTIN MILLER, MUS.M., LIC. DE CONCERT ADRIENNE AUERSWALD, A.M. DOROTHY STAHL, B.MUS.
ASSOCIATE PROFESSORS:	PHILIPP OTTO NAEGELE, PH.D. WILLIAM PETRIE WITTIG, MUS.M.
ASSISTANT PROFESSORS:	LORY WALLFISCH *ERNST WALLFISCH JOHN PORTER SESSIONS RONALD CHRISTOPHER PERERA, A.M.
INSTRUCTORS:	KENNETH EDWARD FEARN, MUS.M. MONICA M. JAKUC, M.S. PETER ANTHONY BLOOM, M.A. GRETCHEN D'ARMAND, M.M. NORS S. JOSEPHSON, PH.D. AMY KAISER, A.M.
TEACHING FELLOW:	DAVID P. HOWARD, B.A.
LECTURERS:	MELISSA B. COX, M.A. NIGEL HARWOOD COXE, L.R.A.M., F.R.A.M. ² KEN A. MCINTYRE, MUS.M. JEAN T. PEMBERTON, B.MUS. GIOVINA D. SESSIONS, M.M.

Students considering a major in music are strongly advised to take 111 in the freshman year. Others with musical experience may take 200 in the freshman year.

A. THEORY AND COMPOSITION

- 111 *Elementary Course.* Basic materials of composition. Sight-singing, ear-training, and exercises in one-, two-, and three-part writing. M 10-11:50, T W 10; M 12, T 11-12:50, W 11; M T 1:40-2:50; W 3; W Th 10, F 10-11:50. Mr Etler, Mr Miller, Mr Perera.
- 221a, 221b *Intermediate Course.* Materials of composition, continued. Ear-training. Harmony. Exercises in four-part writing. Prerequisite for 221a: 111. Prerequisite for 221b: 221a. W 2, Th 3, F 2; Th F 8:40-9:50. Mr Perera.
- 226b *Musical Sound.* The production of musical sound, psychological and physical aspects of musical hearing, pitch, loudness, and timbre. The voice, in-

struments of the orchestra, synthesized and electronic musical sound, acoustics of rooms and auditoria, and the recording and reproduction of sound. Lecture-demonstration; one two-hour laboratory experiment every other week. W F 12, Th 11-12:50. Mrs Ivey. (Physics)

- 231a *Tonal Organization*. Practice in analytical techniques. Prerequisite: 221b. Th 10, F 10-11:50. Mr Josephson.
- 233 *Composition in Small Forms*. Prerequisite: 221b. Mr Etler.
- 342 *Composition for Small Instrumental Groups*. Prerequisite: 233. Mr Etler.

B. HISTORY

- 100a *An Introduction to Music*. Components of music, music in the twentieth century. This course is designed specifically for those with no previous training in music. M T 2 and a one-hour section meeting to be arranged. Mr Wittig.
- 100b *An Introduction to Music*. Musical styles from the Renaissance to 1900. Prerequisite: 100a. M T 2 and a one-hour section meeting to be arranged. Mr Wittig.
- 115b *An Introduction to African American Music*. West African origins. Communal spiritualism from 1619 to the present. Th 4-5:50. Mr McIntyre.
- 200a *An Historical Survey of Music*. Western music from the middle ages to the eighteenth century. This course is open to all students (including freshmen) who have had some previous musical experience or who have obtained permission of the instructor. W Th F 10. Mr Evans.
- 200b *An Historical Survey of Music*. Western music from the eighteenth century to the present. Prerequisite: 200a. W Th F 10. Mr Evans.
- 250a *The History of the Symphony from Haydn to Mahler*. Prerequisite: 100b or 200a. W 2, Th 3, F 2. Mr Josephson.
- 251b *The History of the Opera from Mozart to Strauss*. Prerequisite: 100b or 200a. W 2, Th 3, F 2. Mr Josephson.
- [302a *Music and Poetry in Medieval France*. The interaction of words and music in the evolution of the principal musical forms and techniques of medieval France. Emphasis will be given to the works of the Troubadours, Adam de la Halle, and Guillaume de Machaut. Prerequisite: 200a or permission of the instructor. Alternates with 304a. T 11-12:50, W 11. Mr Evans.]

MUSIC

- 304a *Music of the Seventeenth Century*. Prerequisite: 200a or permission of the instructor. Alternates with 302a. T 11-12:50, W 11. Mr Evans.
- 305b *The Cantatas and Passions of J. S. Bach*. Prerequisite: 200b or permission of the instructor. Alternates with 306b. Th 11-12:50, F 12. Mr Gotwals.
- [306b *The Quartets and Symphonies of Joseph Haydn*. Prerequisite: 200b or permission of the instructor. Alternates with 305b. Th 11-12:50, F 12. Mr Gotwals.]
- 307b *Mozart's Piano Concertos*. A study of the concertos with reference to the history of the genre and to other instrumental music of Mozart. Prerequisite: 200b or permission of the instructor. M 10-11:50, T 10. Mr Bloom.
- 308a *Music Between the Revolutions (1789-1848)*. Beethoven, Berlioz, and their contemporaries. Prerequisite: 200b or permission of the instructor. M 10-11:50, T 10. Mr Bloom.
- 309a *Solo Song: the Viennese School from Schubert through Webern*. Prerequisite: 200b or permission of the instructor. Th 11-12:50, F 12. Miss Auerswald.
- 310b *Modern Music*. Prerequisite: 200b or permission of the instructor. Th 10, F 10-11:50. Mr Sessions.

GRADUATE

All graduate seminars are open to seniors by permission of the instructor.

- 400, 400a, 400b *Research and Thesis*.
- 401, 401a, 401b *Special Studies*.
- 402a *Pro-Seminar in Music History*. Musical bibliography, techniques of historical research. Candidates for the Master's Degree are required to take Music 402a in the first year of graduate study. Mr Josephson.
- 403a *Seminar in Medieval Music*. Th 4-5:50. Mr Evans.
- 406b *Seminar in Sixteenth-Century Music*. Mr Josephson.
- 407b *Seminar in Baroque Music*. Th 4-5:50. Mr Evans.
- 408a *Seminar in Music of the Classic Era*. Topic for 1971-72: The string quartets of Beethoven. M 3-4:50. Mr Bloom.
- 409b *Seminar in Music of the Romantic Era*. Topic for 1971-72: Berlioz and Wagner. M 3-4:50. Mr Bloom.

410a *Precedents for Contemporary Procedures.* Alternates with 411a. Mr Etler.

[411a *Serialism.* Alternates with 410a.]

C. PRACTICAL MUSIC

Courses are offered in the technique and representative literature of the piano, organ, harpsichord, voice, violin, viola, violoncello, viola da gamba, flute, oboe, clarinet, bassoon, and French horn, and in instrumental ensemble and conducting. There are fees for all courses involving individual instruction and for the use of practice rooms. These fees are listed on p. 229.

Courses in practical music normally require one hour of individual instruction per week. The required minimum of practice time is five hours per week for half-courses and ten hours for full courses.

Introductory level courses in practical music *must be taken above the minimum program and are counted as half-courses.*

Courses of intermediate or advanced level may be taken *within or above the minimum program, as a full course or half-course, respectively,* but a student who wishes to continue practical music above the introductory level must take at least one year course or two semester courses from Division A or B before graduation.

A minimum grade of C or permission of the instructor is required for admission to a second year course in practical music.

A minimum grade of B or permission of the instructor is required for admission to a course above the introductory level.

No more than 16 hours of Practical Music may be counted toward graduation credit in an accelerated program.

Registration for any course in practical music is tentative until the student has arranged an audition through the office of the department and obtained approval of the department. Auditions are held in May and September.

STRINGED INSTRUMENTS, WIND INSTRUMENTS. Candidates for these courses will be expected to play a piece of their own choice.

VOICE. Candidates for Music 141 will be expected to perform a song for solo voice.

PIANO. Candidates for Music 121 will be expected to play three pieces representing different styles in piano literature, one from each of the following headings: (1) a piece by J.S. Bach; (2) an allegro movement from a sonatina or sonata by Clementi, Kuhlau, Haydn, Mozart, or Beethoven; (3) a piece composed after 1825.

MUSIC

- Piano.* 121, 122, 222, 323, 424, 425. Mr Miller, Mrs Wallfisch, Mr Fearn, Miss Jakuc, Mr Coxé.
- Organ.* 132, 232, 333, 434, 435. Prerequisite: 121 or its equivalent. Mr Gotwals.
- Harpsichord.* 202, 303, 404, 405. Prerequisite: 122 or 132, and permission of the instructor. Mrs Wallfisch.
- Voice.* 141. This course will require two class hours, one half-hour lesson, and four hours of practice per week. 142, 242, 343, 444, 445. Miss Auerswald, Miss Stahl, Mrs d'Armand.
- Violin.* 151, 152, 252, 353, 454, 455. Mr Naegele, Mr Wallfisch, Mrs Sessions.
- Viola.* 161, 162, 262, 363, 464, 465. Mr Wallfisch, Mr Naegele.
- Violoncello.* 171, 172, 272, 373, 474, 475. Mr Sessions.
- Viola da Gamba.* 163, 164, 264, 364, 468, 469. Mr Wallfisch.
- Wind Instruments.* 181, 182, 282, 383, 484, 485. Mr Wittig, Mrs Tanner, flute; Mr Bloom, oboe; Mr Lynes, clarinet; Mr Hebert, bassoon.
- Instrumental Ensemble.* 191a, 191b, 192a, 192b, 292a, 292b, 393a, 393b. Open to qualified students who are studying their instruments. These courses require one hour lesson and three hours of practice per week. *One-quarter course credit.* Mr Naegele, Mr Sessions, Mr Wallfisch, strings; Mr Lynes, winds.
- 210b *Orchestral Conducting.* Instrumental usage, score-reading, and baton technique. Prerequisite: 111 or one introductory course in Division C, Practical music, and permission of the instructor. Two class hours. *One-quarter course credit.* W Th 10. Mr Wittig.
- [220 *Choral Conducting.* Study of various styles of choral music suitable for secondary schools and small groups. The course will be limited to sixteen students. Prerequisite: 200b and permission of the instructor. Two class hours. *One-quarter course credit each semester.* T 3-4:50.]
- 241a *English Diction for Singers.* Prerequisite: 142 or permission of the instructor. Two class hours. *One-quarter course credit.* Miss Stahl.
- 316b *The Teaching of Music.* Advanced music education with opportunity for observation and practice teaching in public and private elementary and secondary schools, with emphasis on a sequence from Kindergarten through 12th grade. Prerequisite: 111 and 200b. Mrs Pemberton.

THE MAJOR

Advisers: Miss Auerswald, Mr Gotwals.

Requirements: Twelve semester courses, including the following: 111, 200a, 200b, 221a, 221b, 231a, five additional semesters of intermediate or advanced grade (at least three of which must be from Division B, History and Literature), and an examination of competence in Division A, Theory and Composition.

Foreign Languages: Students are urged to acquire some knowledge of German and Italian as well as of French.

HONORS

Director: Mr Bloom.

Requirements: Students will fulfill the requirements of the major and, in the senior year, present a long paper equivalent to one semester course in the first semester, and elect at least one graduate seminar. Students will also take a special examination at the end of the senior year.

PHILOSOPHY

PROFESSORS: *ALICE AMBROSE LAZEROWITZ, PH.D., LL.D.
*MORRIS LAZEROWITZ, PH.D.

MURRAY JAMES KITELEY, PH.D., *Chairman*

ASSISTANT PROFESSOR: MALCOLM B. E. SMITH, PH.D.

LECTURER: A. THOMAS TYMOCZKO, A.B.

- 111a, 111b *Basic Philosophical Problems*. Reading and discussion of some of the most important classical and modern philosophical works, to introduce the student to such topics as the relation of mind and body, sources of knowledge, freedom and determinism, nature and status of ideas. A different selection of problems in each semester. 111a is *not* a prerequisite for 111b. For 111a: M 10-11:50, T 10; T Th 1:40-2:50; W 12, Th 11-12:50; for 111b: M 10-11:50, T 10; T Th 1:40-2:50; Th F 8:40-9:50. Mrs Lazerowitz, Mr Kiteley, Mr Smith, Mr Tymoczko.
- 121a *Logic*. Study of formal inference: truth-function techniques, elementary quantification, classes, the syllogism. The course is intended to train the student in effective use of principles of correct reasoning. T 11-12:50, W 11. Mr Tymoczko.
- 121b A repetition of 121a. T 11-12:50; sect W 11. Mr Lazerowitz, Mrs Lazerowitz
- 124a *History of Ancient and Medieval Philosophy*. A study of Western philosophy from the early Greeks to the end of the Middle Ages, with emphasis on the pre-Socratics, Plato, Aristotle, the Stoics and Epicureans, and some of the scholastic philosophers. Lec. W 12, Th 11; sect. Th 12. Mr Kiteley, Mr Smith.
- 124b *History of Modern Philosophy*. A study of Western philosophy from Bacon through the eighteenth century, with emphasis on Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Lec. W 12, Th 11; sect. Th 12. Mr Kiteley, Mr Smith.
- [221b *Philosophy of Science*. The study of some problems raised by a philosophical scrutiny of science. Analyses of the concepts of *explanation*, *law of nature*, *confirmation*, *induction*, *causation*, *purpose*, and others. Discussion of the implications of science for broader philosophical issues such as value and freedom. Prerequisite: one semester course chosen from 111a, 111b, 121a, 121b; or permission of the instructor.]
- [222b *Ethics*. Critical discussion of some of the major theories in the history of

ethics, with particular emphasis on those of Aristotle, Hobbes, Hume, Kant, and Mill. T Th 1:40-2:50. Mr Smith.]

- [230a *American Philosophy*. Philosophical ideas of Edwards, Emerson, Royce, James, Dewey, and others, with attention to the connection of these ideas with current religious, political, and moral views.]
- 233b *Aesthetics*. Discussion of problems about art: the nature of art, the nature of aesthetic experience, the role of the critic, and other problems. W F 1:40-2:50. Mr Smith.
- 235a *Political Philosophy*. A critical discussion of problems in political philosophy, to include: the distinction between fact and value, the source and nature of the citizen's obligation to the state, and the duties of the state. T Th 1:40-2:50. Mr Smith.
- [236b *Plato and Platonism*. Study of some of the major dialogues of Plato and their influence on classical and Christian neo-Platonism as well as on recent forms of Platonic realism. Prerequisite: two semester courses chosen from 111a, b; 124a, b; or permission of the instructor. M 3-5. Mr. Kiteley.]
- 237b *Philosophical Topics*. A non-historical treatment of some topic or school of current interest. Topic for 1971-72: Linguistic Structures. An examination of recent work in the structure of language as it relates to grammar, logic, and rhetoric. Prerequisite: 121a or b, or permission of the instructor. W 7:30-9:30. Mr Kiteley.
- [238a *Systematic Philosophy*. Study of some systematic view through analysis of the work of a selected philosopher, classical or modern. To vary from year to year. Prerequisite: two semester courses chosen from 111a, b; 124a, b; or permission of the instructor.]
- 239b *Phenomenology and Existentialism*. An examination of certain topics regarding consciousness, intentionality, transcendence, the structure of feeling, and existential categories as treated in the writings of Husserl and Sartre. Prerequisite: one semester course chosen from 111a, 111b; 124a, 124b; or permission of the instructor. Th 4-6. Mr Kiteley.
- 301, 301a, 301b *Special Studies*. For senior majors, by arrangement with the department.
- [311a *Recent and Contemporary Philosophy*. Bradley, Russell, G. E. Moore. Prerequisite: two semester courses chosen from 111a, b; 124a, b; 231a or b. Open to sophomores by permission of the instructor. Th 4-6 and a third hour to be arranged. Mrs Lazerowitz.]

PHILOSOPHY

- 311b *Recent and Contemporary Philosophy*. Ayer, Carnap, Austin, Quine. Prerequisite: two semester courses chosen from 111a, b; 124a, b; 231a or b. Open to sophomores by permission of the instructor. Th 4-6 and a third hour to be arranged. Mr Tymoczko.
- 312b *Wittgenstein*. Certain views in the *Tractatus Logico-Philosophicus* and in *Philosophical Investigations*. Changes in the methods of philosophy: logical positivism, linguistic analysis, metaphilosophy. Given in alternate years. Prerequisite: two semester courses chosen from 111a, b; 124a, b; 231a or b. T 3-5. Mrs Lazerowitz.
- 320b *Logic*. Postulate sets and their properties. Quantification theory. Topics in the philosophy of mathematics. *Not* open to freshmen. Prerequisite: 121a or b. M 3-5 and a third hour to be arranged. Mr Tymoczko.
- 331b *Metaphysics and Language*. A selection of topics in metaphysics: transcendent reality, abstract entities, causation, the notion of a perfect being. Construction of several metaphysical systems. Some discussion of the relationship between language and metaphysical theories and arguments. Prerequisite: one semester course chosen from 234a; 236b; 237b; 311a, b; 312b. Th 11-1. Mr Lazerowitz.
- [332a *Knowledge and Perception*. An examination of certain problems concerning the objects of perception and knowledge, the role of reason and the senses, scepticism regarding our knowledge of the external world and other minds. Prerequisite: one semester course chosen from 236b; 237b; 238a; 311a, b; 312b; 331b. W 7:30-9:30. Mr Kiteley.]
- 334b *Belief*. The examination of certain topics having to do with the objects and justification of belief. W 7:30-9:30. Mr Kiteley, Mr Heidelberger (University of Massachusetts).

See also courses in History of Science, pp. 216-217.

SEMINARS

- 333a *Value Theory*. Selected topics in ethics and aesthetics. Topic for 1971-72: Reason and sentiment in Eighteenth Century Moral Philosophy. Hours to be arranged. Mr Smith.
- 335b *Empiricism*. The foundations of Empiricism in the critique of Rationalism. The development of the Empiricist tradition through its major figures, with emphasis on special problems. Hours to be arranged. Mr Lazerowitz.
- [335a *Philosophical Analysis*. The nature of analysis employed in philosophy, with applications to a selection of problems. Hours to be arranged. Mr Lazerowitz.]

GRADUATE

Adviser: Mr Lazerowitz.

450, 450a, 450b *Research and Thesis.* (May be taken for double credit.)

451, 451a, 451b *Advanced Studies.* By permission of the department for graduates and qualified undergraduates (e.g., *Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics*).

THE MAJOR

Adviser: Mr Smith.

Based on two semester courses in philosophy.

Requirements: Eight semester courses in philosophy, above the basis and including 121a or b and any two from 111a, 111b, 124a, and 124b.

An examination testing competence in one of the following fields of philosophy, the field to be chosen in consultation with the major adviser. If Field 1 is chosen, some area will be selected for specialization, in accordance with the student's interests. Special arrangements will be made for examining interdepartmental majors.

- Fields: 1. History of Philosophy.
2. Metaphysics and Theory of Knowledge.
3. Logic and Philosophy of Science.
4. Ethics, Aesthetics, Political Philosophy (choice of two areas).

HONORS

Director: Mr Kiteley.

Based on two semester courses from 111a, 111b, 124a, 124b. In addition, 121a or b is required. For other prerequisites for specific programs, the Director should be consulted.

Requirements: a minimum of eight semester courses in philosophy, above the basis, and two additional semester courses in philosophy or in a related field; a long paper written in the first semester. The work in philosophy shall normally include two seminars.

Two examinations: one on History of Philosophy (Field 1); one from Fields 2, 3, 4, or from an interdisciplinary area of study.

PHYSICAL EDUCATION

PROFESSOR:	JANE ADELE MOTT, PH.D., <i>Director</i>
ASSOCIATE PROFESSORS:	RITA MAY BENSON, M.S. IN H.P.E. ROSALIND SHAFFER DEMILLE, M.A. **CARYL MIRIAM NEWHOF, M.S. IN PHY. ED.
ASSISTANT PROFESSORS:	MARTHA CLUTE, A.M. WENDY JOYCE WILLETT, M.S. IN PHY. ED. PATRICIA DAWN DOWNIE, ED.D. LINDA K. VAUGHAN, M.A.
INSTRUCTORS:	LINDA K. HALL, M.S. IN PHY. ED. SUSAN KAY WALTNER, M.S. ANN MARIE HICKS, M.S. KATHY SUE NUTT, B.S. KATHRYN FLYNN, M.S. IN PHY. ED. JUDY TYNDALL, M.S.
TEACHING FELLOWS:	JOANN ROSEMARIE JANSEN, B.S. IN ED. MIRIAM CARRUTHERS, A.B. PENNY NEWELL, B.S. GWEN STEIGELMAN, B.S. PATRICIA ANN SULLIVAN, B.S.E.
LECTURER:	² ELLEN GERBER, PH.D.

Physical Education is offered on a trimester system: Fall (f), Winter (w), and Spring (s) terms.

The Athletic Association, open to all students, is under the direction of this Department.

A. PHYSICAL EDUCATION FOR UNDERGRADUATES

REQUIREMENTS

Satisfactory completion of 100f, Fall term, and five terms selected from the offerings in 100w, s, and 200f, w, s is required of all students, normally within the first two years. The level of work may be introductory, intermediate, or advanced depending on the ability, needs and physical condition of the individual.

Students who wish to complete the physical education requirement in less than two years may enroll in four hours per week.

Students enrolled in physical education are required to wear clothing suitable for the activity as designated by the department.

PHYSICAL EDUCATION

EXEMPTIONS

Entering students who demonstrate knowledge and proficiency in physical education may be granted total exemption from Beginning Swimming, on the basis of a practical test. Partial exemption from the Physical Education requirement may be granted on the basis of a written and practical examination in any of the following: basketball, badminton, tennis, golf, field hockey, intermediate or advanced swimming, soccer, volleyball, riding, modern dance, lacrosse, canoeing, and softball. (Partial exemption excuses the student from one term of physical education. Tests for exemptions will be administered during the first week of College.

It is assumed that entering students who receive such exemption will engage regularly in sports or dance activities for recreation.

100f, 100w, 100s. *Dance, and Sports*.¹ Two periods of one hour each for freshmen.

Fall Term. Required for freshmen. Two periods, swimming for those who have not passed the test; for others a choice of the following:

Adapted physical education.

Dance: ballet, folk, and modern.

Sports: archery, canoeing, crew, golf, hockey, riding, sailing, soccer, swimming, tennis, volleyball.

Winter Term. Two periods, swimming for those who have not passed the test; for others a choice of:

Adapted physical education.

Conditioning.

Dance: ballet, folk, and modern.

Sports: badminton, basketball, bowling, fencing, gymnastics and apparatus, riding, skiing, squash, swimming.

Spring Term. Two periods, swimming for those who have not passed the test; for others a choice of:

Adapted physical education.

Dance: ballet and modern.

Sports: archery, canoeing, children's games, crew, golf, lacrosse, riding, softball, swimming, tennis, track and field, volleyball.

200f, w, s; 225f, w, s; 250f, w, s. *Dance, and Sports* for sophomores, juniors, and seniors, respectively. Two periods of one hour each. Each term a choice of activities from those listed under the corresponding term for 100f, w, s.

¹A fee is charged for badminton, golf, sailing, skiing, squash and tennis. The riding fee covers the rental of horses. See also page 229.

PHYSICAL EDUCATION

OPTIONAL CLASS AND RECREATIONAL OPPORTUNITIES

Non-Credit Participation in Sports and Dance

Students may elect classes above the required two hours per week. Those having completed the physical education requirement may elect any class listed under 100f, w, s, or may enroll in sections limited to upperclassmen.

All students whose health status is satisfactory may participate in intramural competition, sports and dance open hours, club activities, and special events such as week-end sailing, outing trips, and horseback rides.

Introduction to Teaching Physical Education

Undergraduates interested in coaching sports at the secondary school level or in recreational leadership work, and those who plan to enroll in the graduate course in physical education leading to the M.S. degree may select one or more of the following courses: Physical Education 400a, 405a, 405b, 410a, or 415b. Zoology 132b is a prerequisite for Physical Education 400a, 410a, 415b.

B. GRADUATE PROGRAM FOR THE PREPARATION OF TEACHERS OF PHYSICAL EDUCATION

Enrollment in the graduate program is open both to students who have majored in physical education as undergraduates and to those who have majored in other subjects. For students who have *not* majored in physical education as undergraduates, the program includes a preliminary year of study. Properly qualified students from Smith and other colleges will be accepted for work toward the degree of Master of Science in Physical Education (M.S. in Phy. Ed.). Two semester courses of zoology, three semester courses of education, and two semester courses in one of the following: chemistry, mathematics, microbiology, nutrition, physics, experimental psychology, zoology should be offered as prerequisites. Smith College students and others who have satisfactorily completed these courses and the equivalent of four of the five Physical Education courses 400a, 405a, 405b, 410a, 415b may become candidates for the degree in the first year; other students normally require two years.

For further information write to Miss Mott, Scott Gymnasium, for the special booklet describing the program.

400a or b *Adapted Physical Education*. Study of the preventive and corrective phases of physical education and of physical conditions requiring exercise adaptations. Hours to be arranged. Miss Downie.

405a, 405b *The Teaching of Physical Education Activities*. Curriculum materials for the teaching of adapted physical education, dance, and sports. Supervised teaching. Lectures and practice. Required in the first year of students

PHYSICAL EDUCATION

enrolled in the two-year graduate course. Open to undergraduates by permission of the Director of Physical Education. Prerequisite for 405b: 405a. Hours to be arranged. Members of the Department.

- 410a *The Anatomy of Movement*. Kinesiology, an analytical study of human motor activity. Two lectures and three hours of laboratory. Prerequisite: Zoology 132b and permission of the Director of Physical Education. Hours to be arranged. Miss Downie.
- 415b *The Physiology of Movement*. Physiology applied to human motor activity. Two lectures and three hours of laboratory. Prerequisite: Zoology 132b and permission of the Director of Physical Education. Hours to be arranged. Miss Downie.
- 420a, 420b *Special Studies*. In adapted physical education, administration, current problems, dance, recreation, or other approved topics. Hours scheduled individually. Members of the Department.
- 425a, 425b *The Teaching of Physical Education Activities*. Theory and practice. Continuation of 405a, 405b, offering opportunity to specialize in the teaching of adapted physical education, dance, or sports. Required of candidates for the Master's degree. Hours to be arranged. Members of the Department.
- 430a *Evaluation of Physical Education*. Quantitative and qualitative evaluation of physical education including testing and statistical methods. Hours to be arranged. Miss Mott.
- 435b *Evaluation of Physical Education*. Continuation of 430a. Hours to be arranged. Miss Mott.
- 440a or 440b *Seminar in Administration of Physical Education and Recreation*. The organization and administration of school and camp programs of physical education and recreation; the teaching and supervision of safety education. Hours to be arranged. Miss Mott.
- 445a *Research in Physical Education*. Critical survey of literature, study of research design and techniques, and practice in preparation of research reports. Required of candidates for the Master's degree. Hours to be arranged. Miss Vaughan.
- 450, 450a, 450b *Thesis*. One semester required of Master's degree candidates. Two semesters optional. Hours to be arranged. Miss Downie, Miss Vaughan.
- 455a or 455b *History and Principles of Physical Education*. Hours to be arranged.
- 460a or 460b *Supervised Teaching in Physical Education*. Individually arranged. Miss Clute.

PHYSICS

PROFESSORS: **JESS J. JOSEPHS, PH.D.

ADAM HENRY SPEES, PH.D.

MARGARET ANN WAGGONER, PH.D.

ASSOCIATE PROFESSORS: MELVIN SANFORD STEINBERG, PH.D.

WILLIAM BRUCE HAWKINS, PH.D., *Chairman*

LECTURER: ELIZABETH SPENCER IVEY, M.A.T.

Students planning to major in physics are advised to elect both 115 and a course in mathematics in the freshman year.

- 115 *General Physics*. The motion of material bodies, concentrating on inertia, energy, and interactions, with emphasis on operational definitions. Electromagnetism and relativity, wave phenomena, and a brief introduction to quantum physics. Prerequisite: one year of introductory calculus, which may be taken concurrently. Recommended for students intending to major in science or in mathematics. Three lectures, one discussion period, and one three-hour laboratory period. Lec. W Th F 10; disc. F 11, 3 or 4 at the option of the instructor; lab. M T Th or F 2. Mr Hawkins and Members of the Department.

PHYSICAL SCIENCE 193 *From Atoms to Galaxies*. See p. 217.

- 214a *Electricity and Magnetism*. Electric and magnetic fields. Laboratory work with electric circuits and electron physics. Three lectures and three hours of laboratory. Prerequisites: 115 or the equivalent. Lec. M 12, T 11-12:50; lab. M 2-5. Mr Josephs.
- 220b *Mechanics I*. Newtonian dynamics of particles and rigid bodies, relativistic mechanics. Prerequisite: 115 (may be taken concurrently). M T 10, W 8. Mr Spees.
- 222a *Modern Physics I*. A review of classical concepts of matter and electromagnetic radiation; the particle and wave models of matter and radiation; special relativity; elements of atomic structure. Prerequisite: 115. Four lectures and an occasional three-hour laboratory. Lec. M 10-11:50, T 10, W 8; lab. T 2-5. Miss Waggoner, Mr Spees.
- 224a *Electronics*. A semester of experiments in electronics, using transistors and vacuum tubes, leading to some independent work. Prerequisite: 214a, or by permission of the instructor. One lecture and five hours of laboratory. T Th 2-5. Mr Josephs.
- 226b *Musical Sound*. The production of musical sound, psychological and physical aspects of musical hearing, pitch, loudness, and timbre. The voice, instru-

ments of the orchestra, synthesized and electronic musical sound, acoustics of rooms and auditoria, and the recording and reproduction of sound. Designed for students with a strong interest in music. Lecture-demonstration; one two-hour laboratory experiment every other week. W F 12, Th 11-12:50. Mrs Ivey.

236a *Optics and Spectroscopy*. Geometrical and physical optics, spectra and their origin, the vector model, spectroscopes. Two lectures and one three-hour laboratory period. Prerequisite: 115. Lec. Th F 8:40-9:50; lab. F 2. Mr Spees.

301a, 301b *Special Studies*. By permission of the department for students who have had at least four semester courses in intermediate physics.

311a, 311b *The Teaching of Physics*. A one- or two-semester course for prospective teachers of secondary school physics. By permission of the department. Hours to be arranged. Members of the Department.

320a *Mechanics II*. Lagrangian and Hamiltonian methods, waves in a string. Prerequisite: 200b and Mathematics 222a. M 10-11:50, T 10. Mr Steinberg.

[321a], 321b *Advanced Laboratory*. Selected experiments in atomic, nuclear, and solid state physics. Prerequisite: 222a and 224a. T, Th 2-5. Mr Spees.

322b *Modern Physics II*. Introduction to quantum mechanics; atomic and nuclear structure; elementary particles; the solid state. Selected experiments on matter and radiation. Prerequisite: 214a, 222a and Mathematics 202a or b. Three lectures and one three-hour laboratory. M 10-11:50, T 10; lab. M 2-5. Miss Waggoner, Mr Spees.

334a *Electromagnetic Theory*. The laws of electricity and magnetism; introduction to Maxwell's equations; electromagnetic waves. Prerequisite: 214a and Mathematics 202a or b. Lec. Th F 8:40-9:50. Mr Steinberg.

340b *Introduction to Quantum Mechanics*. The formal structure of nonrelativistic quantum mechanics, with solution of some simple problems and an introduction to approximation methods. Prerequisite: 220b or permission of the instructor. Mr Steinberg.

348b *Thermophysics*. Laws of heat and thermodynamics, kinetic theory of gases, introduction to statistical mechanics. Prerequisite: 220b, 222a and Mathematics 202a or b. M T W 11. Mr Steinberg.

See also courses in the History of Science, pp. 216-217.

Adviser for secondary school teaching: Mr Hawkins.

PHYSICS

GRADUATE

Adviser: Mr Hawkins.

450, 450a, 450b *Research and Thesis*. (May be taken for double credit.)

451a, 451b *Advanced Studies*. Topics selected from the classical fields of mechanics, electrodynamics, optics, statistical mechanics; or from the modern fields of special relativity, atomic structure, nuclear structure, the solid state.

452a, 452b Selected problems assigned for investigation, experimental work, and discussion.

THE MAJOR

Adviser: Mr Spees.

Basis: 115 and Mathematics 104a or b.

Requirements: Eight semester courses (above the basis) including: 214a, 220b, 222a, 322b, 334a, Mathematics 202a or b, and two other courses selected from Physics 224a, 236a, 320a, 321a or b, 340b, 348b or from closely allied fields.

One examination in General Classical and Modern Physics.

Each student is expected to participate in a journal club during the first semester of the senior year.

Recommended courses: Chemistry 102a or 103a; Mathematics 201a or b, 204b, 222a.

Students are strongly advised to acquire facility in computer programming.

HONORS

Director: Mr Hawkins.

Basis: Same as that for the major.

Requirements: Same as for the major plus an honors project and paper equivalent to two semester courses.

Two examinations: one, as required for the major, and a second on the honors project and paper. Each examination may be written or oral, or both.

Students are strongly advised to acquire facility in computer programming.

PREMEDICAL PROGRAMS

See The Biological Sciences, p. 90.

PSYCHOLOGY

PROFESSORS:	ELSA MARGAREETA SIIPOLA, PH.D. DILMAN JOHN DOLAND, PH.D., <i>Chairman</i>
ASSOCIATE PROFESSORS:	**BARBARA STEWART MUSGRAVE, PH.D. ROBERT TEGHTSOONIAN, PH.D. J. DIEDRICK SNOEK, PH.D.
ASSISTANT PROFESSORS:	MARTHA TEGHTSOONIAN, PH.D. FRANCES COOPER VOLKMANN, PH.D. PETER BENEDICT PUFALL, PH.D. LEONARD BICKMAN, PH.D. DONALD BALDWIN REUTENER, JR., PH.D. JOEL STANLEY BERGMAN, PH.D.
LECTURER:	¹ PAUL HAROLD SETON, M.D.
RESEARCH ASSOCIATE:	JEAN CARL COHEN, PH.D.

Unless otherwise indicated, 101a or b is prerequisite for every further course.

A. GENERAL PSYCHOLOGY

- 101a *Introduction to General Psychology.* A survey with emphasis on fundamental principles of human behavior and personality. Two lectures and one two-hour demonstration. M T 9, W 9-10:50; M T 10, W 9-10:50; M T 11, W 11-12:50; M T 12, W 11-12:50; M T 2, W 2-3:50; M T 3, W 2-3:50; W F 9, Th 9-10:50; W F 10, Th 9-10:50; W F 11, Th 11-12:50; W F 12, Th 11-12:50. Mr Reutener (*Director*). Members of the Department.
- 101b A repetition of 101a. M T 10, W 10-11:50; M T 11, W 10-11:50; M T 2, W 2-3:50; M T 3, W 2-3:50. Mr Bickman, Mr Teghtsoonian.
- 102a *Introduction to Experimental Psychology.* Application of the experimental method to problems in psychology. Basic experiments in perception, motivation, learning, thinking. Two two-hour laboratory periods. M W 2-3:50; T Th 2-3:50. Mr Teghtsoonian.
- 102b A repetition of 102a. Two two-hour laboratory periods. M W 9-10:50; T Th 9-10:50; M W 2-3:50; T Th 2-3:50; M W 7:30. Mrs Teghtsoonian (*Director*). Mr Reutener, Mrs Volkmann.
- 207b *Statistical Methods in Psychology.* Elementary descriptive and inferential statistics as applied to psychological problems. M 12, T W 11, T 12 at the option of the instructor. Mr Teghtsoonian.
- 209a *Theories and Systems in Psychology.* Consideration of problems in psychology including their historical background, theoretical and systematic approaches, and contemporary formulations. T 3-5:50. Mrs Teghtsoonian.

PSYCHOLOGY

B. FOUNDATIONS OF BEHAVIOR

- 212a *Physiological Psychology*. The neural foundations of human and animal behavior. Emphasis will be placed on sensory and motor systems, and on the physiological bases of emotion, motivation, and learning. Prerequisite: 102a or b. Lec. and lab. Th 9-10:50, F 9-11:50. Mrs Volkmann.
- 214b *Comparative Psychology*. Study and comparison of animal behavior with emphasis on the processes and mechanisms of discrimination, motivation, and modifiability of behavior in lower animals as related to the understanding of these in man. Prerequisite: 102a or b or permission of the instructor. M 2-4:50, Th 2. Mr Reutener.
- 216b *Visual Perception*. Directed reading, discussion, and research on topics in perception, selected from: perceptual illusions; the interactions among sight, touch, and other senses; the perception of space; size and distance perception in children; the role of learning in perception. Prerequisite: 102a or b. Lec. and lab. M T 2-3:50. Mrs Teghtsoonian.
- 218a *Human Learning*. The study of conditions influencing the processes of learning and memory; explanations of these processes in terms of current theories of learning. Prerequisite: 102a or b. Lec. and lab. W F 1:40-2:50. Mrs Musgrave.
- [220b *Psychology of Language*. A psychological interpretation of language based on empirical research. Topics include the role of grammar in thinking, indices of literary style, word association phenomena, meaning and metaphor, communication theories. W F 1:40-2:50. Mrs Musgrave.]
- 310a *Seminar in Motivation*. Study of the motivational process including general systematic approaches, specialized theories, contemporary human and animal research on specific motives and on the influence of motivation upon such other processes as perception, learning, and fantasy. Th 11-12:50. Miss Siipola.
- 312a *Seminar in Selected Aspects of Contemporary Behavior Theory*. Primary emphasis will be on the field of learning. M 7:30. Mr Teghtsoonian.
- 314b *Seminar in Foundations of Behavior*. In-depth study of topics selected from one or more of the following areas: physiological and comparative psychology, perception and psychophysics, language and conceptual processes. Topic for 1971-72: Neurophysiological bases of memory. Prerequisites: 102a or b and an appropriate course from the following: 212a or b, 214a or b, 216a

or b, 218a or b, 220a or b, or permission of the instructor. Two class hours and three hours of laboratory. T Th 1:40-2:50 and additional hours to be arranged. Mrs Volkmann.

C. DEVELOPMENTAL AND CHILD PSYCHOLOGY

Director of the Child Study Committee: Mr Pufall.

- 233a *Child Psychology.* Study of the theory and principles of the development of the child from birth to puberty. Survey of related research. W Th F 10. Mr Pufall.
- 233b A repetition of 233a. W Th F 12. Mr Pufall.
- 235a *Experimental Study of the Behavior of Children.* An introduction to research techniques and an exploration of selected current research problems concerning children's behavior. Prerequisite: 102a or b. Lec. and lab. M T 10-11:50. Mrs Teghtsoonian.
- 235b A repetition of 235a. M T 8:40-10:50. Mr Pufall.
- 237a *Educational Psychology.* The educational process considered from the point of view of psychology. The application of psychological principles of development, motivation, and learning to contemporary educational problems. M T 12, W 11, T 11 at the option of the instructor. No prerequisite. Mrs Musgrave.
- [237b A repetition of 237a. Mrs Musgrave.]
- 241b *Psychology of Adolescence.* Study of the theory and principles of the development of the adolescent from puberty to maturity. Survey of related research. Hours to be arranged.
- 333a *Seminar in Child Psychology.* Selected problems, reports, and discussion. Prerequisite: 233a or b. Th 4-6. Mr Pufall.
- 335b *Seminar in the Clinical Study of Children.* Clinical approaches to the understanding and treatment of the individual child. Areas include emotional problems of the normal child as well as serious psychopathology; evaluative and therapeutic procedures utilized with children. Some observation in a clinical setting. Prerequisite: at least one of the following, 233a or b, 250a or b, or 254a. T 3-4:50. Mr Doland.

PSYCHOLOGY

D. PERSONALITY AND CLINICAL PSYCHOLOGY

- 250b *Psychology of Personality*. Study of the psychological organization of the adult personality with emphasis on individuality rather than generalized human nature. Basic concepts and theories of psychodynamics and of the development of adult personality-structure. Open to freshmen by permission of the instructor. M 12, T 11-12:50, W 11 at the option of the instructor. Miss Siipola.
- 252a *Abnormal Psychology*. A study of neuroses, psychoses, and other personality disorders. Recent clinical and experimental findings will be stressed, particularly as they relate to major conceptions of mental illness. M T 1:40-2:50. Mr Doland.
- 254a *Clinical Psychology*. A survey of methods and procedures used in a clinical setting including appraisal of capacity, personality evaluation, and theories of psychotherapy. Practicum experience in a community mental health setting. Prerequisite: 250b or 252a. M 10-11:50, T 10. Mr Bergman.
- 256b *Mental Tests in Clinical Practice*. Supervised practice in administering, scoring, and interpreting tests of intelligence. Weekly practicum experience in testing and working with different populations of individuals varying in intellectual capacity. Not open to freshmen. M 10-11:50, T 10. Mr Bergman.
- 350b *Seminar in Personality*. Intensive analysis of personality structure and dynamics through the use of projective techniques and psychometric tests. Prerequisite: 250a or b, or permission of the instructor. M 3-4:50. Mr Bergman.
- 352a *Seminar in Advanced Abnormal Psychology*. Selected topics related to concurrent practicum experience. T 3-5. Mr Doland.
- 354b *Seminar in Psychoanalytic Theory*. Open to students who have had 250b. Th 11-12:50. Miss Siipola.

E. SOCIAL PSYCHOLOGY

- 270a *Social Psychology*. The study of social behavior considered from a psychological point of view. Topics include: socialization, prejudice, conformity, leadership, and the dynamics of group action. W Th F 12, Th 11 at the option of the instructor. Mr Bickman.
- 270b A repetition of 270a. W Th F 10, F 11 at the option of the instructor. Mr Snoek.

PSYCHOLOGY

- [272a *Experimental Study of Social Behavior*. The empirical investigation of factors influencing performance in social situations, with a special emphasis on research in the natural environment. Prerequisite: 102a or b, or permission of the instructor. M 7:30, Th 2-4:50. Mr Bickman.]
- 272b A repetition of 272a. M 7:30, W 2-3:50. Mr Bickman.
- 274a *Psychology of Attitudes and Opinions*. The course will consider the formation and change of beliefs, attitudes and values as a function of personal experience, interpersonal influence, and mass communications. Special focus: racial attitudes and ideologies in the United States. Th F 8:40-9:50. Mr Snoek.
- 276a *Male and Female*. Exploration of the behavioral similarities, differences and relationships between males and females. Topics include: sex role behavior and stereotypes, comparative animal behavior, sex role development, cross cultural findings, psychological and behavioral differences, sexism, sexual behavior, and psychological aspects of population growth. Open to upper-classmen by permission of the instructor. M 7:30, Th 4-5:50. Mr Bickman.
- 302a *Culture and Character*. The cultural background of personality and the interaction of individuals and society. Enrollment limited to eighteen students; preference given to seniors. Th 7:30. Dr Seton.
- 370b *Seminar in Social Psychology*. Topic for 1971-72: Interpersonal Behavior. Members of the course will engage in the study of people's experiences in interaction with each other through a combination of directed reading and participation in a didactic encounter group. T 1:40-2:50, Th 7:30. Mr Snoek.
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- 301a, 301b *Special Studies*. By permission of the department for qualified junior- and senior majors.

GRADUATE

Adviser: Mr Teghtsoonian.

- 450a, 450b *Seminar in Current Psychological Problems*.
- 451a, 451b *Advanced Studies*. In any of the following areas: Perception, Learning, Personality, Psychophysiology, Developmental, Social, or Clinical Psychology.
- 452a, 452b *Research and Thesis*. (May be taken for double credit.)

PSYCHOLOGY

THE MAJOR

Advisers: Members of the Department.

Based on 101a or b and 102a or b. A student exempted from 101a need take only 102a or b.

Requirements: eight semester courses, in addition to the basis, consisting of: (1) six courses in psychology, and (2) two additional courses in psychology or appropriate courses in other departments.

A paper or a written report of a project will be required of each major, normally in the senior year.

Students planning careers in academic or professional psychology, social work, personnel work involving guidance or counseling, psychological research, or para-professional occupations in mental health settings or special education programs should consult their major advisers regarding desirable sequencing of courses.

Majors may spend the junior year abroad if they meet the College requirements. Students considering this plan should consult a major adviser during the freshman or sophomore years.

HONORS

Director: Mr Pufall.

Basis: 101a or b, 102a or b, and one other semester course.

Requirements: a total of ten semester courses, including the basis, of which eight are to be in psychology and the other two in psychology or appropriate courses in related departments. Further requirements include the following: a thesis equivalent in credit to either one or two semester courses; special honors examinations. It is recommended that, prior to the senior year, students elect 207b, and a laboratory course or seminar in the area of the thesis topic.

RELIGION & BIBLICAL LITERATURE

PROFESSORS: RICHARD PRESTON UNSWORTH, TH.M., L.H.D., S.T.D. (HON.)
STEN HAROLD STENSON, PH.D., *Chairman, first semester*

***BRUCE THEODORE DAHLBERG**, B.D., PH.D.

†**JOCHANAN H. A. WIJNHOFEN**, PH.D.

TAITETSU UNNO, PH.D.

ASSOCIATE PROFESSOR: **ROBERT MITCHELL HADDAD**, PH.D.

ASSISTANT PROFESSORS: **THOMAS SIEGER DERR, JR.**, A.B., B.D., *Chairman,*
second semester

WILLIAM CHAUNCEY SHEPHERD, PH.D.

KARL PAUL DONFRIED, DR. THEOL.

D. DENNIS HUDSON, PH.D.

LECTURER: **ARTHUR GREEN**, A.B.

140a *Introduction to the Study of Religion, I.* Western religious traditions: Judaism, Roman Catholicism Protestantism, and Eastern Orthodoxy. Lec. W 10. Dis. M T 10, 2; T 9-10:50; T 3-5; W Th 11. Open only to freshmen and sophomores, or by permission of the Director. Members of the Department. Mr Dahlberg (*Director*).

140b *Introduction to the Study of Religion, II.* Contemporary interpretations of religion by exponents and critics: Sartre, Niebuhr, Tillich, Buber, and others. Lec. W 10. Dis. M 2-3:50; M T 10; T 11-12:50; T W 11; Th F 9, 10; Th F 11-12:50. Open only to freshmen and sophomores, or by permission of the Director. Members of the Department. Mr Stenson (*Director*).

185 *Biblical Hebrew.* Introduction to the Hebrew language. Elements of grammar with readings from narratives of the Old Testament. Offered in alternate years. Alternates with 285a and b. M 12, T 11-12:50. Rabbi Green.

210a *Introduction to the Bible, I.* The Old Testament: Religion of ancient Israel, its history, law, and myth; prophetic faith; the Wisdom tradition; apocalyptic; the Psalter. Th 11-12:50, F 12. Mr Dahlberg.

[210b A repetition of 210a. Th 11-12:50, F 12. Mr Dahlberg.]

220a *Introduction to the Bible, II.* Backgrounds of the New Testament. The synoptic portrait of Jesus. Development of the early Church. The letters of Paul and the period of epistolary, homiletic, and Johannine literature. M T W 9. Mr Donfried.

220b A repetition of 220a. M T W 9. Mr Donfried.

RELIGION & BIBLICAL LITERATURE

- 230a *History of Christian Thought, I.* An historical survey (50-451 A.D.) with special emphasis on the transition from New Testament to Catholic faith, the origin and nature of gnostic movements and their significance for the development of the early Church, doctrinal crises, theologians, and documents such as Augustine's *Confessions*. M 10-11:50, T 10. Mr Donfried.
- [230b *History of Christian Thought, II.* Anselm and Aquinas. The formative period in Protestantism. Development of Catholic thought. Key figures and movements to the present.]
- 231b *Eastern Christianity.* A survey of the Orthodox, Nestorian and monophysite Churches of the East, as well as their modern Uniate offshoots; special emphasis on the relationship of each to Islamic civilization and Western Christianity. M 12, T 11-12:50. Mr Haddad.
- 235a *Jewish Thought, I.* Biblical origins. Encounter with the Hellenistic world; split with Christianity. Formation of Talmudic Judaism. Jewish literature, philosophy, and mysticism under Islam and in Christian Europe. Impact of the Renaissance and Reformation. The Sabbathian movement. M 7-10. Rabbi Green.
- [235b *Jewish Thought, II.* Moses Mendelsohn; enlightenment and Judaism. Hasidism. The Jewish emancipation and liberalism. The rise of Reform. Zionism and modern anti-Semitism. Rosenzweig, Buber, and contemporary trends in Judaism. M 10-11:50, T 10. Mr Wijnhoven.]
- 237b *Religion in America.* Religious thought and institutions, and their influence on American culture. Major denominations and thinkers from the seventeenth century to the present. T 11-12:50, W 11. Mr Derr.
- 240a *Contemporary Religious Thought, I.* Analysis of the critiques of traditional theism by Hume and Kant. Examination of some differing concepts of God affirmed and rejected by major nineteenth- and twentieth-century thinkers. Selected readings from Dostoevsky, Camus, Bultmann, Comte, Barth, N. O. Brown, Marcuse, Tillich, Rahner, Julian Huxley, Teilhard de Chardin, and others. M T 12, W 11. Mr Shepherd.
- 250a *Social Ethics, I.* Religion as a basis for social ethics. Natural law and situational morality. Ethical problems in the areas of love, marriage, divorce, population growth, medical practice and research, and race relations. T 3-4:50, Th 3. Mr Derr.
- 250b *Social Ethics, II.* The bearing of religious ethics on the understanding of the state, the economic order, and international affairs. Power, violence, and vengeance; revolution and order; civil disobedience; pacifism and the just

RELIGION & BIBLICAL LITERATURE

war; property and poverty; religious liberty; religion and communism. T 3-4:50, Th 3. Mr Derr.

- 255b *Sociology of Religion*. Relation of religious organization and beliefs to social and cultural factors. Major sociological interpretations of religion. Selected problems in primitive and higher religions. W F 1:40-2:50. Mr Shepherd.
- 260a *Philosophy of Religion, I*. Representative examples of historical philosophies of religion. Emphasis on Kant, Hegel, Kierkegaard, and Nietzsche. The relation of their thought to traditional problems in philosophy of religion. Th F 8:40-9:50. Mr Stenson.
- 260b *Philosophy of Religion, II*. Contemporary problems and proposed solutions in philosophy of religion. Philosophical analysis of religious language. Phenomenology of religious consciousness. The nature of religious meaning, evidence, truth; the function of myth, liturgy, and other forms of religious expression. Th F 8:40-9:50. Mr Stenson.
- 270a *Religious History of India: Ancient and Classical Periods from ca. 1500 B.C. to ca. 500 A.D.* An introduction to the development and thought of the major religious traditions, with readings in the Vedas, Upanishads, Buddhist literature, the epics, the Bhagavad-Gita, etc. T Th 1:40-2:50. Mr Hudson.
- 270b *Religious History of India: Medieval and Modern Periods from ca. 500 A.D. to the Present*. An introduction to the religious thought of Sankara, Ramanuja and others, the tantric traditions, the rise of bhakti and the Krishna cult, Islam in India, religious phenomena such as the temple, festival, sadhu, the impact of the British on Indian religion, the thought of modern religious figures: Gandhi, Ramakrishna, etc. Prerequisite: 270a or permission of the instructor. T Th 1:40-2:50. Mr Hudson.
- 271a *History of Buddhist Thought*. Enduring patterns of Buddhist thought concerning the interpretations of man, life, world, nature, good and evil, love, wisdom, time, and enlightenment in the religious, philosophical, and ethical teachings of Buddhism in India, China, and Japan. T 3-3:50, Th 7:30-9:30. Mr Unno.
- 271b *Zen and Pure Land Buddhism*. Analysis of the interaction among philosophical ideas, religious practices, and socio-historical forces in the formation of Zen and Pure Land schools. Discussion of their principal teachings and practices in China and Japan. T 3-3:50, Th 7:30-9:30. Mr Unno.
- 275a *Islam*. The formative period: Muhammed, the Quran, the law. The medieval mystics and philosophers. The role of Islam in the Middle East, among

RELIGION & BIBLICAL LITERATURE

- primitive cultures, and in India. Muslim reform and tradition in the modern world. M 12, T 11-12:50. Mr Haddad.
- [285a *Hebrew Religious Texts*. Readings with introduction and discussion of Hebrew texts from the Prophets, the Dead Sea Scrolls, and the Mishnah. Prerequisite: 185 or permission of the instructor. Alternates with 185. M 7:30. Mr Wijnhoven.]
- [285b *Hebrew Religious Texts*. Selections from medieval Jewish philosophy, mysticism, and poetry (Maimonides, Judah ha-Levi, and others). Prerequisite: 185 or permission of the instructor. Alternates with 185. M 7:30. Mr Wijnhoven.]
- 287b *Greek Religious Texts*. Reading and discussion of religious texts of the Hellenistic period in the original. Prerequisite: Greek 111 or the equivalent. Hours to be arranged. Mr Donfried.
- 300a *Methodology in the Study of Religion (seminar)*. Methods of interpreting religious phenomena. The relation and distinction between studies in religion and other scholarly disciplines. Selected examples from various traditions. Open to qualified majors by permission of the major adviser. M 7:30. Mr Shepherd; Mr Mudge, Amherst College; Mr Fiegenbaum, Mount Holyoke College.
- 301, 301a, 301b *Special Studies*. By permission of the department for senior majors who have had four semester courses above the introductory level.
- 310a *The Book of Job (seminar)*. Its poetry and myth; its vision of God, man and creation. The context of suffering and evil. Joban themes elsewhere in the Bible. Th 4-5:50. Mr Dahlberg.
- [311b *History of the Interpretation of the Bible*. The authority of Scripture. Literalism and multiple meanings; ancient allegory and typology. Medieval exegesis and the rise of modern literary-historical criticism. Form criticism and other contemporary approaches. Relevance of archaeology. A lecture-discussion course. Th 4-5:50. Mr Dahlberg.]
- [320a *Jesus in the Gospels (seminar)*. A critical examination of the teaching and mission of Jesus based on the synoptic gospels. Selected aspects of the quest for the "historical Jesus," together with current issues in "life of Jesus" research and the present state of synoptic scholarship. Admission by permission of the instructor. Th 7:30. Mr Donfried.]
- [320b *Life and Teaching of Paul (seminar)*. Selected introductory matters, historical background and detailed interpretation of Paul's letters. Emphasis on the

RELIGION & BIBLICAL LITERATURE

basic themes of the letters in relation to the whole thought of Paul, to the New Testament in general, and to the Acts in particular. Admission by permission of the instructor. Alternates with 325b. Th 7:30. Mr Donfried.]

325b *The Johannine Literature (seminar)*. Topic for 1971-72: The relationship of the Gospel to intertestamental, apocalyptic and hellenistic Judaism. Admission by permission of the instructor. Th 7:30. Mr Donfried.

[328b *Directed Readings in Religious Texts: Hebrew, Greek, or Latin*. Prerequisite: one of the following (or the equivalent): Greek 111; Latin 111a and 112b; or Religion 185. Admission by permission of the instructor. Hours to be arranged. Mr Donfried.]

[330b *Historical Theology (seminar)*. A study of selected men and movements in Christian history.]

[335a *Selected Trends in Classical Jewish Sources (seminar)*. Sources such as the Midrash and Talmud studied in translation: hellenistic Jewish writings and Medieval philosophical texts. Prerequisite: 235a or permission of the instructor. Alternates with 235a.]

335b *Problems in Modern Jewish Thought (seminar)*. A study of the role of religion in modern Jewish issues such as anti-Semitism, secularism and Zionism. Prerequisite: 235b or permission of the instructor. Alternates with 235b. M 7-10. Rabbi Green.

340b *Problems in Theology (seminar)*. An examination of the concept of human nature. M 3-5. Mr Shepherd.

350a *Christian Ethics (seminar)*. The relation between belief, action and reflection in theological ethics. Special attention will be given to the tensions in present discussions between legal, contextual (situational), and covenantal approaches to ethics. Th 7:30. Mr Unsworth.

360a *Existentialism and Theology (seminar)*. Existentialist themes in religious thought. Readings selected from early and contemporary existentialists and theologians. Admission by permission of the instructor. Th 11-12:50. Mr Stenson.

360b *Phenomenology in Contemporary Religious Thought*. Phenomenological method, phenomenological ontology, and the constitution of religious consciousness. Readings selected from the work of such authors as Husserl, Heidegger, Jaspers, Marcel, Merleau-Ponty, Scheler, and others. A lecture-discussion course limited to students with appropriate training. A previous course in the philosophy of religion or philosophy is suggested. By permission of the instructor. Th 11-12:50. Mr Stenson.

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- 370a *Hindu Religious Traditions (seminar)*. A study of the diverse Hindu religions centering around the divine figures of Vishnu, Siva and the Goddess to demonstrate how a Hindu within each of these traditions perceives himself, the world, and the transcendent. Prerequisite: 270a or permission of the instructor. W 7:30-9:30. Mr Hudson.
- 370b *Religion in South India (seminar)*. Selected aspects of the religious history of South India, focusing on such phenomena as the rise of Hindu bhakti, the relations between religious traditions, religion in the village, conversion, modern religious trends, and other selected topics. Prerequisite: 270a or permission of the instructor. Hours to be arranged. Mr Hudson.
- 371a *Religious Traditions of China and Japan (seminar)*. The principal characteristics of Chinese and Japanese religions – syncretism, family cult, involvement with nature, and expressions of spirituality in cultural arts – considered in relation to the problem of man's wholeness. M 7:30-9:30. Mr Unno.
- 371b *Problems in Buddhist Philosophy (seminar)*. Central issues and problems of Buddhist philosophy, such as the nature of reality and of man, relative and absolute truth, knowledge and wisdom, nirvana and Buddhahood in selected representative thinkers and schools of Mahayana Buddhism. Topic for 1971-72: Special consideration of the teachings of Nagarjuna. M 7:30-9:30. Mr Unno.

GRADUATE

Adviser: Mr Donfried.

480a, 480b *Advanced Studies*.

485, 485a, 485b *Research and Thesis*. (May be taken for double credit.)

THE MAJOR

Advisers: Mr Dahlberg, Mr Derr, Mr Donfried, Mr Hudson, Mr Stenson.

Basis: 140a, b. An alternative basis of two semester courses requires departmental approval.

Requirements: Eight semester courses, in addition to the basis including: at least one from 210a, 210b, 220a, 220b; at least one from 230a, 230b, 231b, 235a, 235b; and at least one from 270a, 270b, 271a, 271b, 275a, 370a, 370b 371a, 371b. Courses in related departments may be included in the major program of eight semester courses only with the approval of the department.

RELIGION & BIBLICAL LITERATURE

An examination of general competence in the major, based on courses the student has actually taken, or (with at least a semester's prior approval by the department) a paper exhibiting such competence. The examination will be offered at the end of each semester of the senior year. The paper will be due by April 30 of the senior year.

HONORS

Director: Mr Hudson.

Basis: 140a, b. An alternative basis of two semester courses requires departmental approval.

Requirements: Eight semester courses, in addition to the basis, including: at least one from 210a, 210b, 220a, 220b; at least one of the following: 230a, 230b, 231b, 235a, 235b; and at least one of the following: 270a, 270b, 271a, 271b, 275a, 370a, 370b, 371a, 371b; and a long paper equivalent to two semester courses in the semester in which it is written (normally the first semester of the senior year). Work in related departments included in the Religion honors program must be approved by the Director.

Examinations: the required demonstration of general competence in the major and an oral examination on the senior essay as it relates to the major. Preparation and execution of the general requirement is similar to that prescribed for all major students.

RUSSIAN LANGUAGE & LITERATURE

ASSISTANT PROFESSORS:	IGOR ZELLJADT, M.A., CAND. PHIL., <i>Chairman</i> MARIA NĚMCOVÁ BANERJEE, PH.D.
INSTRUCTOR:	JANE ANDELMAN TAUBMAN, A.M.
ASSISTANT:	ELISABETH SCHOUVALOFF, A.B.
LECTURERS:	PETER NORMAN CHERRIE, A.M. NATALIJA KUPRIJANOW, LEHRERDIPLOM

A. LANGUAGE

- 101 *Elementary Course.* Three class hours and two hours of conversation and laboratory. W Th 10, F 10-11:50; M 12, T 11-12:50, W 11. Members of the Department.
- 102 *Intermediate Course.* General grammar review. Selections from Russian texts, not exclusively literary. Prerequisite: 101 or the equivalent. W F 12, Th 11-12:50. Mr Zelljadt.
- 111D *Intensive Course.* Five class hours and two laboratory hours. M T W Th F 2 and two hours to be arranged. *Three semesters' credit.* Mrs Kuprijanow.
- 231a, 231b *Advanced Course.* Readings and discussion of texts taken from classical and Soviet literature, as well as current journals. Intensive practice in writing. Prerequisite for 231a: 102, or 111D and the permission of the instructor. Prerequisite for 231b: 231a. M T 12, W 11. Mrs Kuprijanow.
- [338a *Literary Analysis of Selected Works of Russian Literature.* Prerequisite: 231 and permission of the instructor. Hours to be arranged.]
- [338b *Literary Analysis of Selected Works of Russian Literature.* Prerequisite: 338a or permission of the instructor. Hours to be arranged.]
- 343b *Seminar in the History of Slavic Languages.* A survey of the origin and development of the Slavic languages, their sounds, vocabulary, and grammatical forms from the beginning to the present. Lectures and analysis of selected, illustrative texts. Prerequisite: 231 or the equivalent, or permission of the instructor. Hours to be arranged. Mr Zelljadt.

B. LITERATURE

- 126a *History of Russian Literature.* From 1700 to Dostoevsky. In translation. M T W 9. Mr Cherrie.

RUSSIAN LANGUAGE & LITERATURE

- 126b *History of Russian Literature*. From Tolstoy to the present. In translation. Prerequisite: 126a. M T W 9. Mrs Taubman.
- 233a, 233b *Literature of the Nineteenth Century*. Development of Russian realism. Study of some typical works of Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov, with discussion of important trends in social and aesthetic ideas which they exemplify. In Russian. Admission by permission of the instructor. Prerequisite: 231, or the equivalent. W 7:30. Mr Zelljadt.
- 235a *Tolstoy*. In translation. M 10-11:50, T 10. Mrs Banerjee.
- 235b *Dostoevsky*. In translation. M 10-11:50, T 10. Mrs Banerjee.
- 236b *Russian Drama*. In translation. Study of the masterpieces of the Russian theatre from the beginnings to recent years, with emphasis on Gogol, Ostrovsky, and Chekhov. M 3-5, W 3. Mr Cherrie.
- 301, 301a, 301b *Special Studies in Language or Literature*. By permission of the Department for senior majors who have had four semester courses above the introductory level.
- 337a *Russian Literature from 1880 to 1917: Modernism, Decadence, Symbolism (seminar)*. In translation. Prerequisite: 126b or one semester of an intermediate course in Russian literature. T 3-5. Mrs Banerjee.
- 340b *History of Russian Thought (seminar)*. In translation. Prerequisites: History 226a and 237b and one intermediate semester course in Russian literature. T 3-5. Mrs Banerjee.
- 342a *Seminar in Soviet Russian Literature*. In translation. Poems, plays, and novels of selected Soviet authors considered as works of literary art and as illustrations of the social, economic, and political conditions of the period. Prerequisite: 126b or one intermediate semester course in Russian literature. M 3-5. Mrs Taubman.
- 346a *Pushkin and His Age (seminar)*. Conducted in English with reading in Russian. Prerequisite: three years of Russian or the equivalent, and by permission of the instructor. Hours to be arranged.

GRADUATE

Adviser: Mrs Banerjee.

450, 450a, 450b *Research and Thesis*.

RUSSIAN LANGUAGE & LITERATURE

451, 451a, 451b *Advanced Studies*. Arranged individually.

THE MAJORS

RUSSIAN LITERATURE

Adviser: Mrs Banerjee.

Required courses: 126a and 126b; *either* 233a and 233b *or* 338a and 338b; 235a and 235b; *either* 340b *or* History 226a and History 237b, although all three of these courses are strongly recommended.

A written comprehensive examination consisting of two parts: the whole field of Russian literature and a one-hour composition in Russian on a literary topic.

RUSSIAN CIVILIZATION

Adviser: Mr Zelljadt.

Required courses: 126a and 126b; 231a and 231b; 340b; Economics 209a *or* Government 222a *or* 322b; *and* History 226a and History 237b.

A written comprehensive examination consisting of two parts: Russian literature and culture; Russian History, Government *or* Economics respectively.

HONORS

Director: Mrs Banerjee.

RUSSIAN LITERATURE

Required courses: *either* 233a and 233b *or* 338a and 338b; 235a and 235b; History 226a and History 237b; a long paper to count for two semester courses to be written in the first semester.

One comprehensive examination consisting of three parts: the whole field of Russian literature (written); a composition in Russian on a literary topic (written); the student's special field of concentration (oral).

RUSSIAN CIVILIZATION

Required courses: 126a and 126b; 231a and 231b; History 226a and History 237b; Economics 209a *or* Government 222a *or* 322b; a long paper to count for two semester courses to be written in the first semester.

One comprehensive examination consisting of three parts: Russian intellectual history (written); Russian economics, government *or* history respectively (written); the student's special field of concentration (oral).

SOCIOLOGY & ANTHROPOLOGY

PROFESSORS:	†ELY CHINOY, PH.D. PETER ISAAC ROSE, PH.D., <i>Chairman</i>
WILLIAM ALLAN NEILSON	
RESEARCH PROFESSOR:	¹ ROBERT A. NISBET, PH.D.
ASSOCIATE PROFESSORS:	MYRON GLAZER, PH.D. **ELIZABETH ERICKSON HOPKINS, PH.D.
ASSISTANT PROFESSOR:	GERDA K. LORENZ, PH.D.
LECTURERS:	MARTHA RICHMOND FOWLKES, M.A. RICHARD ALLEN HENRY, M.A. GERALD FRANKLIN HYMAN, A.M. ¹ J. HENRY KORSON, PH.D. ¹ PAUL HAROLD SETON, M.D.

The prerequisite for all courses in Sociology is 101a or 101b, or permission of the instructor, unless otherwise indicated. The prerequisite for all courses in Anthropology is 130a or permission of the instructor, unless otherwise indicated.

Students planning to major or to enter the honors program in the department are advised to take courses in one or more of the following fields: economics, government, history, philosophy, and psychology.

Students who plan to enter the field of social work should consult the Dean of the School for Social Work.

101a *Introduction to Sociology.* Perspectives on society, culture, and human behavior. Major institutions and forms of social organization. After three weeks, sections will be rearranged, each to concentrate on one topic from among the following: class, ethnicity, bureaucracy, religion, education, family, sex roles and deviant behavior. First four weeks: Lec. M T 10; sect. M 11 W 10, 11, 12. Remainder of the semester: M 10-11:50, T 10; M 3-5, T 10. Members of the Department. Mr Rose (*Director*).

101b Repetition of 101a. First four weeks: Lec. M T 10; sect. W 10, 11. Remainder of the semester: M 10-11:50, T 10; T Th 8:40-9:50. Members of the Department. Mr Glazer (*Director*).

130a *Social Anthropology.* The conceptual and methodological premises of anthropology. The nature of culture. Factors in uniformity and variation in economic, political, social, and ideological systems. Problems of integration and change. T 3-4:50, Th 3; Th 11-12:50, F 12. Mr Hyman.

130b A repetition of 130a. Th 11-12:50, F 12.

SOCIOLOGY & ANTHROPOLOGY

GENERAL COURSES

- SOCIAL SCIENCE 190a *Introduction to Statistics for Social Scientists*. The fundamental problems in collecting, summarizing, and interpreting empirical data, with attention to basic descriptive statistics, elementary probability, the concept of a sampling distribution and its role in statistical inference, association and correlation. Two class hours and one two-hour laboratory. Lec. W F 12; lab. Th 11-12:50. Mr Jahnige (Government).
- 201a *Methods of Social Research*. The logic and methods of social research and research techniques; their application to a specific project of current interest. Limited to twenty students. M 4-5:50 and an additional hour to be arranged. Mr Rose.
- 214b *Population Problems and Policies*. The crucial role of population in current world developments. Trends and significance of basic factors: births, deaths, and migration. Population quality. Comparative survey of the population situation and policies in important areas of the world. M T W 9. Mr Mair (Economics).
- 301a, 301b *Special Studies*. By permission of the department for senior majors in the department.
- 302a *Culture and Character*. The cultural background of personality and the interaction of individuals and society. Enrollment limited to eighteen students; preference given to seniors. Th 7:30. Dr Seton.
- 308a *Seminar in Sociology of Knowledge*. Social determinants of thought, knowledge, and idea systems, and their reciprocal effect upon social conditions. The role of mass media, personal influence, and group affiliations. Examination of substantive topics, especially youth culture and generational conflict, within these contexts. W 7:30. Miss Lorenz.
- 310a *Selected Sociological Theories*. Critical analysis and application of sociological theories focused chiefly on the work of Comte, Marx, Durkheim, Simmel, and Weber. Not open to sophomores. M 10-11:50, T 11. Mr Nisbet.
- 310b *Problems of Scope and Method*. The application of theory and research in contemporary sociology and anthropology. For seniors majoring in the department. M 10-11:50, T 10. Mr Rose and Members of the Department (Sociology); Mr Hyman (Anthropology).
- 311b *Contemporary Sociological Theory*. Selected topics: functionalism, social systems, role theory, reference groups, equilibrium and conflict, the place of values in sociology. W 7:30. Miss Lorenz.

SOCIOLOGY & ANTHROPOLOGY

[HISTORY AND SOCIAL SCIENCE 395b. *Interdepartmental Seminar in Economics, Government, History, and Sociology.*]

451a, 451b *Special Studies* in such subjects as advanced theory, social organization and disorganization, culture contacts, problems of scientific methodology.

AMERICAN SOCIETY

210b *The City*. The nature and origins of cities. Urbanization and metropolitan growth. Characteristics of American cities and their problems. Demography, ecology, and mobility. Neighborhood organization and slums. City planning and renewal. M T W 9. Mr Henry.

211a *Social Disorganization*. The concepts of social disorganization, pathology, social problem, conflict, and theories of deviance. Selected topics: crime, delinquency, drug addiction, poverty and alienation. M T 1:40-2:50. Miss Lorenz.

211b *Social Disorganization*. Theories of deviance applied to the study of conformity, corruption, and ethical ambiguity in government, business, unions, and the professions. M 12, T 11-12:50. Mr Glazer.

[212a *Class Structure in American Society*. Analysis of the American class system with particular emphasis on the nature and role of the middle class. The social and political consequences of economic stratification, status systems, and social mobility.]

213a *The Black Community*. The social, cultural, and economic characteristics of black communities in the United States. Examination of family life, education, political organization, pride and protest. M T W 9. Mr Henry.

213b *Ethnic Minorities in America*. Social organization of a multi-racial and ethnically diverse society. Cultural and political problems in racial and ethnic relations. Internal organization of minorities in different settings. Th 11-12:50, F 12. Mr Rose.

216a *Social Work in the American Community*. W Th 10, F 10-11:50.

304b *Seminar in Deviant Behavior*. Theories of social deviance and their application to selected social issues. Prerequisite: 211a. T 3-5. Mr Henry.

305a *Seminar in Subcultures and Social Movements*. Topic for 1971-72: The Outsiders. Examination of protest groups and counter-cultural lifestyles. Individual research projects. M 7:30. Mr Glazer.

SOCIOLOGY & ANTHROPOLOGY

- 306b *Seminar in Social Planning.* Defining problems, setting goals, assessing obstacles in planning. Focus on the sociology of health, welfare and mental health. Hours to be arranged. Mrs Fowlkes.
- [307b *Race, Class and Occupation (seminar).* The implication of race in the occupational structure of the United States. Mr Henry.]

COMPARATIVE SOCIAL STRUCTURE

- [220b *Industrial Society.* Comparative analysis of culture, social structure, and institutions in industrial societies, with material drawn chiefly from Great Britain, the Soviet Union, and the United States. The role of education, science, and the mass media. Bureaucratization and the structure of power and control. Problems of work and leisure. M T 12, W 11.]
- 221b *Modernization.* Demographic, economic, social, and political transformations and their consequences in societies undergoing modernization. Implications for culture and personality. Theories of social change and empirical techniques for analyzing change. Case studies from Asia, the Middle East, and Africa. M T 1:40-2:50. Miss Lorenz.
- 223a *Contemporary Latin American Society.* Approaches to the analysis of the role of elites, the middle class, workers, peasants, and intellectuals in Latin America. Study of institutions affecting the role of these groups and their relations to each other. Open to students who have passed a course in the history of Latin America. M 12, T 11-12:50. Mr Glazer.
- 224a *Family and Society.* A comparative approach to the study of the family as a social institution. Examination of the basic causes of change in the American family. M 3-5. Mr Korson.
- 255b *Sociology of Religion.* Relation of religious organization and beliefs to social and cultural factors. Major sociological interpretations of religion. Selected problems in primitive and higher religions. W F 1:40-2:50. Mr Shepherd (Religion).
- [303b *Structure and Change in Modern Society (seminar).* Theories of industrial society; the new class structure, technocratic elites, problems of ideology and culture.]
- 322b *Seminar in Revolution and Reaction in Latin America.* Intensive case studies focused on Guatemala, the Dominican Republic, and Cuba. Influence of the United States and other countries on patterns of development. M 7:30. Mr Glazer.

ANTHROPOLOGY

- 230a *Cultural Evolution*. Physiological, social, and environmental foundations of culture. Cultural development from its initial appearance through the rise of primary forms of urbanization and state formation in the Near East. No prerequisite. Th 11-12:50. Mrs Hopkins.
- [231a *Ethnology of the Americas*. Survey of the major regional and cultural divisions of North and Meso-America, with intensive analysis of tribes selected to illustrate the range of economic, political, and social institutions, and the relevance of ecological and historical factors.]
- 231b *Ethnology of Africa*. Survey of the major regional and cultural divisions of Sub-Saharan Africa with intensive analysis of tribes selected to illustrate the range of economic, political, and social institutions, and the relevance of ecological and historical factors.
- 232a *Political Anthropology*. Survey of the major structural variations in pre-industrial political systems. Theories of social control, the nature of law, state formation and expansion, and modern movements of protest. Principal emphasis on Sub-Saharan Africa. Th 4-5:50. Mrs Hopkins.
- 233b *Ideology: The Cultural Aspect of Politics*. An attempt to integrate ideology as a cogent variable in the analysis of various political systems. Admission by permission of the instructor. Th 7:30. Mr Hyman.
- 234b *Social Change in Southeast Asia*. An examination of the social structural bases of change in Southeast Asia with particular emphasis on Malaysia, Singapore and Indonesia. Special concern with the effects of primordial loyalties on national integration and on theories of modernization. M 7:30. Mr Hyman.
- [235b *Ritual and Myth*. Selected problems in the anthropology of ritual and myth. Theories and their application to data from specific societies.]
- 236a *Economic Anthropology*. Theories in economic anthropology, with attention to monetary and non-monetary systems. Attempts at the application of economic theory and concepts to non-industrial societies. Special emphasis on economic development in the third world and effects of economics on social structure. T Th 1:40-2:50. Mr Hyman.
- 330a *Seminar on Culture Contact and Change*. The impact of European expansion on tribal societies: factors in the transformation of traditional institutions and values. W 7:30. Mrs Hopkins.

SOCIOLOGY & ANTHROPOLOGY

THE MAJOR

Advisers: In Sociology: Mr Chinoy, Mr Glazer, Mr Henry, Miss Lorenz, Mr Rose.
In Anthropology: Mrs Hopkins, Mr Hyman.

Based on 101a or b in Sociology; 130a or b in Anthropology.

Requirements: Ten semester courses above the basis: 310a, 310b (Sociology students may elect to take 311b instead of 310b), at least six other semester courses in the department of which at least four are in the field of the student's concentration; the remaining two courses may be taken in the department or in related departments.

An examination of competence. Options: an assigned paper to be written during the second semester of the senior year or an examination at the end of the senior year.

Majors may spend the junior year abroad if they meet the College requirements. Students planning to major in the department and spend the junior year abroad should take at least one, preferably two, semester courses in the major during the sophomore year.

Adviser of graduate study: Mr Glazer.

HONORS

Director: Mr Glazer.

Based on 101a or b in Sociology; 130a or b in Anthropology.

Requirements:

1. A total of eight courses, above the basis, including:
 - a. 310a,
 - b. Special Studies taken during the junior year in some area of special interest in preparation for the long paper,
 - c. Special Studies taken during the senior year designed to integrate the work in the major.
2. A long paper counting for two semesters' credit in the first semester of the senior year or divided between the two semesters of the senior year.
3. A comprehensive examination.

THEATRE AND SPEECH

PROFESSOR:	DENTON MCCOY SNYDER, M.A.
ASSOCIATE PROFESSORS:	WILLIAM EDWARD HATCH, M.A., <i>Chairman</i> CHARLOTTE HACKSTAFF FITCH, A.M. ROSALIND SHAFFER DEMILLE, M.A. †HELEN KRICH CHINOY, PH.D.
ASSISTANT PROFESSORS:	LEONARD BERKMAN, D.F.A. RICHARD EUGENE MENNEN, PH.D.
INSTRUCTORS:	SUSAN KAY WALTNER, M.S. RICHARD ARAM KESHISHIAN, M.F.A. THOMAS ELDER, M.F.A.
LECTURERS:	TING BARROW, M.F.A. ²ESTHER M. TERRY, M.A.

THEATRE

- 111a *Introduction to Theatre.* Analysis of the theatrical experience and of the contributions of the participants in the performance of drama: actor, designer, playwright, director, critic, and audience. Attendance required at selected performances. M 12, T 11-12:50, W 11. Mr Berkman (*Director*). Members of the Department.
- [111b A repetition of 111a. M 12, T 11-12:50, W 11. Mr Berkman (*Director*). Members of the Department.]

HISTORY, LITERATURE, CRITICISM

- 211a *History of Theatre and Drama.* The development of theatre and drama in England from the Elizabethan period to the present day with special emphasis on the history of Shakesperian production and interpretation. The theatre and drama from earlier periods (Grecian, Roman, etc.) will be considered as historical antecedents to the Elizabethan period. W Th 10, F 10, F 10-11:50. Mr Mennen.
- 211b *History of Theatre and Drama.* The development of theatre and drama on the European continent during the late seventeenth, the eighteenth and early nineteenth centuries. W Th 10, F 10-11:50.
- 212a *Modern European Drama.* The plays, theatres, and playwrights of the late nineteenth and early twentieth centuries in Europe. From Ibsen and Chekhov to the widespread experimentation of the 1920s. The playwrights to be considered will include: Witkiewicz, Pirandello, Ghelderode, Brecht. Attendance required at selected performances. Enrollment limited to 90 students. M T W 9. Mr Berkman.

THEATRE & SPEECH

- 212b *Modern European Drama.* Contemporary theatre in Europe from the 1930's to the present. The playwrights to be considered will include: Anouilh, Genet, Beckett, Pinter, Weiss, Mrozek, and Handke. Attendance required at selected performances. Enrollment limited to 90 students. M T W 9. Mr Berkman.
- 213b *American Theatre and Drama.* Evolution of an American style in theatre art and development of American drama, especially from 1914 to the present. O'Neill to Albee and the Off-off Broadway playwrights. Attendance required at selected performances. M 10-11:50, T 10. Mr Berkman.
- 214b *Black Theatre.* A study of the black experience as it has found expression in the theatre. Emphasis on the black playwrights, performers, and theatres of the 1950s and 1960s. Hours to be arranged. Mrs Terry.
- [310a *Seminar: History and Theories of Acting.* An analysis of the major schools of acting, their history and development, with a comparison of theories and techniques. No performance required.]
- [311a *Seminar: Theatre Criticism.* Professional playgoing; the grounds of theatrical judgment; selected theories and theorists dealing with dramatic literature and the theatre arts.]
- 312a *Seminar: Masters and Movements in the Theatre.* Topic for 1971-72: Harold Pinter and his contemporaries. An assessment of British realism and anti-realism from the 1960s through 1971. The playwrights to be considered will include: Arden, Orton, Bond, Mercer, Hopkins, and Storey. M 10-11:50. Mr Berkman.
- [312b *Seminar: Masters and Movements in the Theatre.* Topic to be announced. Hours to be arranged.]

THEORY AND PERFORMANCE

In the following section: *L* indicates enrollment is limited to sixteen students and *P* indicates permission of the instructor is required.

- 241a *Acting.* Group acting and improvisation. *L* and *P*. W 12, Th 11-12:50, F 12. Two laboratory sessions to be chosen from M T W Th F 1:40-2:50.
- 241b A repetition of 241a. *L* and *P*. M 12, T 11-12:50, F 12, Mr Mennen; W 12, Th 11-12:50. Two laboratory sessions to be chosen from M T W Th F 1:40-2:50.

- 242a *Acting Exercises.* Exercises in concentration, imagination and observation in the study of the actor's approach to a role. Prerequisite: 241a or 241b. *L* and *P.* M T 3-5. Two laboratory sessions to be chosen from M T W Th F 1:40-2:50. Mr Mennen.
- 242b A repetition of 242a. *L* and *P.* W 12, Th 11-12:50, F 12. Two laboratory sessions to be chosen from M T W Th F 1:40-2:50. Mr Mennen.
- 251b *Stagecraft.* A study of general structural features of theatres that bear on the problems of mounting plays and the fundamental techniques and methods of production. *L* and *P.* M 10-11:50, T 10. Mr Elder.
- 252a *Scene Design I.* A study of pictorial organization for the support of action and characterization in the production of plays with emphasis on designing the space and the decor. *L* and *P.* M T Th 2. Mr Hatch.
- 253a *Stage Lighting.* The design of stage lighting and application of the principles of light, color, illumination, and electricity to the stage. M 10-11:50, T 10. Mr Barrow.
- 261a, 261b *Writing for the Theatre.* The means and methods of the playwright and the writer for television and the cinema. Analysis of the structure and dialogue of a few selected plays. Exercises in writing for various media. Plays by students will be considered for production. *L* and *P.* M 2-4. Mr Berkman.
- 341a *Directing.* The study and application of directorial techniques. *L* and *P.* Th 3-6. Mr Snyder.
- 341b *Directing.* Directorial analysis of plays projected through stage movement and business; independent projects. *L* and *P.* Th 3-6. Mr Snyder.
- 342a *Advanced Improvisation.* Placement in voice laboratory or in Physical Education dance laboratory. Prerequisites: 241a, 241b and *P.* M T 3-5.
- 342b *Rehearsal and Performance.* Scene work with emphasis on modern drama. Placement in voice laboratory or Physical Education dance laboratory. Prerequisites: 342a and *P.* M T 3-5. Mr Snyder.
- 352b *Scene Design II.* An advanced study of the subjects described in 252a. Prerequisite: 252a or *P.* M T Th 2. Mr Hatch.

THEATRE & SPEECH

SPEECH

- 131a *Communication Theory and Practice.* Projects in various forms of oral communication. The historical, physiological and phonetic bases of speech. Intensive work on the individual speaking voice and communication skills. Individual conferences and recordings. M T W 9. Miss Fitch.
- 131b A repetition of 131a. M 10-11:50, T 10. Miss Fitch.
- 231a *Voice Training.* A laboratory course adapted to individual voice and articulatory needs. Voice recordings. *One-quarter course credit.* M 12, W 11. Miss Fitch.
- 231b A repetition of 231a. M 12, W 11. Miss Fitch.
- 232b *Oral Interpretation of Literature.* Principles and techniques of oral interpretation. Study and oral presentation of selected literary forms. Recommended background: 131a or b. M T W 9. Miss Fitch.
- 235a *Reader's Theatre.* Theory and techniques of play reading as an art form. Study and presentation of selected plays from world drama. Recommended background: one semester of Speech, preferably 232b. M T Th 2, W 3 optional. Miss Fitch.
- 331a *Speech for the Classroom Teacher.* The development of speech in the child, problems of defective speech, speech arts in the classroom, and the speech of the teacher. Voice recordings. M 3-5 and an additional hour to be arranged. Miss Fitch.
- 332b *Oral Interpretation of Children's Literature.* A critical study of children's literature. The techniques of its oral interpretation. Practical experience in story-telling, reading aloud, and other forms of classroom presentation. Individual voice and speech practice. Sophomores admitted by permission only. M 3-5 and an additional hour to be arranged. Miss Fitch.

DANCE

In the following section: *L* indicates enrollment is limited to sixteen students and *P* indicates permission of the instructor is required.

- 122a *Improvisational Dance.* Designed to introduce the student to techniques of movement exploration and to relate dance to other areas of life, particularly to the individual student's major field of interest. F 10-11:50 plus three studio hours. *L* and *P.* Mrs deMille (*Director*). Members of the Department.

- 122b A repetition of 122a. *L* and *P*. F 10-11:50 and three studio hours. Mrs deMille (*Director*). Members of the Department.
- 221a *Dance Composition and Choreography*. Beginning principles of composition, including exploration of space, shape and dynamics; basic forms: two part, three part, theme and variations, and rhythmic studies. Prerequisite: 122a or b. *L* and *P*. T Th 2. Additional hours to be arranged. Mrs deMille.
- 221b *Choreography and Production*. Further work in choreography with study of methods of production. Prerequisite: 221a or *P*. T Th 2. *L*. Additional hours to be arranged. Miss Waltner.
- 222a *History of Dance*. Primitive, archaic, classic, medieval, Renaissance forms; investigating the scope and uses of dance in these periods as instruments of education, healing, religion, and politics. No performance required. W F 2, Th 3. Mrs deMille.
- 222b *History of Dance*. Spanish, ballroom, modern, contemporary, and avant-garde dancers and forms as expressive of social developments since the Renaissance. No performance required. W F 1:40-2:50. Mrs deMille.
- 321a *Advanced Studies in Dance*. Comparative American modern dance philosophies. Lectures, discussions, concerts and classes in various modern dance approaches. *P*. Th 7-10. Miss Waltner.
- 321b *Advanced Studies in Dance*. The teaching of dance to children and adults. *P*. Th 7-10. Mrs deMille, Miss Waltner.

- 301a, 301b *Special Studies*. For junior and senior majors. Admission by permission of the instructor and the Chairman of the department.

GRADUATE

Graduate courses may be taken for double credit. They are open to qualified undergraduates by permission of the instructor and the Chairman of the department.

Adviser: Miss Fitch.

- 401a, 401b *Special Studies*.

- 411a, 411b *Research and Thesis or Production Project*.

THEATRE & SPEECH

- 412a *Advanced Studies in Acting, Speech and Movement.* Performance techniques of period plays. Placement in voice and movement laboratories. T 10-11:50, W 2-4, F 10-11:50. Mr Snyder.
- 412b *Advanced Studies in Acting, Speech and Movement.* Scene practice. Placement in voice and movement laboratories. Hours to be arranged. Mr Mennen.
- 413a, 413b *Advanced Studies in Design for Stage, Film and Television.* Hours to be arranged.
- I. Scene Design. Mr Hatch.
 - II. Lighting Design. Mr Barrow.
 - III. Costume Design. Mr Keshishian.
 - IV. Technical Production. Mr Barrow.
- 414a, 414b *Advanced Studies in Directing.* Technique and practice directing for stage, film, and television. F 2-6. Mr Snyder, Mr Barrow.
- 415a, 415b *Advanced Studies in Dramatic Literature, History, Criticism, and Playwriting.*

THE MAJOR

Advisers: Members of the Department.

Basis: 111a and one other semester of an introductory or intermediate course in the department. Either 211a or 211b may be substituted for 111a by permission of the department.

Requirements: Ten semester courses in addition to the basis. Beyond this requirement, students will arrange programs in consultation with advisers to provide for preparation in fields of special interest such as acting, design, dance, directing, speech, playwriting, dramatic literature, and theatre history. Relevant courses outside of the department may, by permission, be counted in the major.

Competence requirement: A long paper or a written report on a project. Topics for the paper or report must be worked out with an adviser and filed with the department no later than October 15. A board will give final approval of topics and will evaluate the completed work. All papers and reports must be completed and submitted to the department no later than April 10.

or

A written examination based on the major field of concentration. This examination will be given in the second semester of the senior year. Election of the examination must be filed with the department no later than October 15.

HONORS

Director: Mr Berkman.

Requirements for the degree with honors:

1. Fulfillment of the general requirements of the major. These, listed above, should be taken as early as possible to allow for seminars and independent study in the department and in approved related departments during the Junior and Senior years.
2. Completion of an honors project, usually equivalent to two semester courses, to be submitted at the end of the first semester or not later than April 15 of the Senior year. This project may take the form of either a long paper in the literature, aesthetics, or history of any of the theatre arts *or* a creative work in acting, dance, design, direction, playwriting, speech, or stagecraft.
3. Two examinations: a general examination in the theatre arts, and an oral examination in the general field of the student's honors project.

OTHER COURSE OFFERINGS

[CHINESE 111 *Modern Chinese (elementary)*. An introduction to Chinese sounds, to basic language patterns of spoken Chinese, and to the recognition of Chinese characters. M 3-4:50, Th 4-5:50, and two laboratory hours to be arranged. Mr Kung.]

[CHINESE 212 *Modern Chinese (intermediate)*. Conversational Chinese and reading of modern Chinese writings, additional sentence patterns and characters and their combinations. Prerequisite: 111. T 3-4:50, Th 3 and two laboratory hours. Mr Kung.]

[CHINESE 322 *Modern Chinese (advanced)*. Advanced study of grammatical structure of Chinese, and readings in modern literary Chinese materials. Prerequisite: 212 or the equivalent. T 10-11:50, Th 11-11:50. Mr Kung.]

[CHINESE 333 *Modern Chinese Writings*. Selections from fiction and from documentary and newspaper styles. Prerequisite: 322 or permission of the instructor. Hours to be arranged. Mr Kung.]

[CHINESE 444 *Classical Chinese*.]

GENERAL LITERATURE 291 *A Survey of Selected Literary Masterpieces from Homer to Tolstoy*. Lec. W 3; sect. M T W 9; M T W 10; W Th F 3; W F 1:40-2:50, Th 3 (optional); Th F 1:40-2:50. Mr Connelly (*Director*), Mr Dimock, Mr Petersson, Mr Young, Mr Fayen, Mrs Banerjee, Mr MacDonald.

HISTORY AND SOCIAL SCIENCE 293 *American Ideas and Institutions*. A study of American life and thought through intensive analysis of four representative generations from the eighteenth to the twentieth century. The adaptation of American values to changing economic, political, and social conditions. Open to freshmen by permission of the instructor. Th 10, F 10-11:50. Mr Fink, first semester; Mr Lawson, second semester; Mr Allmendinger, both semesters.

[HISTORY AND SOCIAL SCIENCE 395b *Interdepartmental Seminar in Economics, Government, History, and Sociology*.]

HISTORY OF SCIENCE 395a *The Concept of Nature from the Pre-Socratics to Newton*. Enrollment limited to twenty students. M T 1:40-2:50, Th 2 at the option of the instructor. Miss Burlingame.

HISTORY OF SCIENCE 396b *Science from Newton to 1900*. The role of the biological and physical sciences in shaping the modern world view. Enrollment limited to twenty students. M T 1:40-2:50, Th 2 at the option of the instructor. Miss Burlingame.

OTHER COURSE OFFERINGS

HISTORY OF SCIENCE 397b *The Scientific Revolution: 1600-1880 (seminar).* The influence of theology and philosophy on the history of science. Topics include the role of teleology and natural theology in the development of astronomy, geology, and biology, and the interrelations of science and religion. (To be given at Mount Holyoke College.) Miss Burlingame.

PHYSICAL SCIENCE 193 *From Atoms to Galaxies.* The unifying idea of this course is structure and motion; a study of phenomena visible to the unaided eye, extension to sub-microscopic particles and to very large systems. Emphasis on the methods used to arrive at both classical and modern theories rather than on facts. Simple mathematics such as algebra and trigonometry will be used in a few cases. Audio-visual aids will supplement the lecture-demonstrations. This course is designed primarily for students who, at the time of entering, do not intend to major in science. Four lecture-demonstrations and one discussion. W F 12, Th 11-12:50. Mr Josephs (Physics) first semester; Mr Sherk (Chemistry), Miss Seitter (Astronomy) second semester.

SOCIAL SCIENCE 190a *Introduction to Statistics for Social Scientists.* The fundamental problems in collecting, summarizing, and interpreting empirical data, with attention to basic descriptive statistics, elementary probability, the concept of a sampling distribution and its role in statistical inference, association and correlation. Two class hours and one two-hour laboratory. Lec. W F 12; lab. Th 11-12:50. Mr Jahnige.

GRADUATE STUDY

Smith College offers graduate work leading to the degrees of Master of Arts, Master of Arts in Teaching, Master of Music, Master of Fine Arts (Department of Theatre and Speech), Master of Education, Master of Education of the Deaf, and Master of Science in Physical Education, as well as a limited program leading to the degree of Doctor of Philosophy. In special one-year programs, students from foreign countries may qualify for a Certificate of Graduate Studies or a Diploma in American Studies. Ordinarily about one hundred students are registered for advanced instruction, which is available in most departments of the College and in various inter-departmental fields.

The College offers to its own graduates a Master of Arts program at the University of Hamburg under the supervision of the Director of the Junior Year in Germany. Other colleges may arrange to have candidates for their own Master of Arts degree admitted to this program as guests.

The degree of Doctor of Philosophy (currently offered in botany, chemistry, Spanish, and zoology) requires at least three years of advanced study beyond the Bachelor's degree. Although the requirements for the Master of Arts degree may be fulfilled in one academic year by well-prepared full-time students, most candidates find it profitable to spend three or four semesters of study to attain the degree. The degree of Master of Education may be obtained in one academic year by properly qualified students, and the program for the degree of Master of Arts in Teaching is normally completed in one academic year in addition to a summer session of six weeks. Ordinarily, two years of full-time graduate study are required for students with an undergraduate major in the liberal arts to complete the requirements for the degree of Master of Science in Physical Education. There is a residence requirement of two academic years for the degree of Master of Fine Arts.

Most graduate-level courses are planned for students who are candidates for the various Masters' degrees. The departments which offer this work present a limited number of graduate seminars, advanced experimental work, or special studies designed for graduate students. These courses carry numbers in the four hundreds (*e.g.*, 450) in the departmental listings of the *Courses of Study* of this catalogue. Advanced undergraduate offerings may be elected in accordance with the limitations stated in the paragraphs describing the requirements for the graduate degrees. Individual student programs are planned under the direction of departmental graduate advisers.

FIVE COLLEGE COOPERATIVE PH.D. DEGREE

A cooperative Ph.D. program is offered by Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts in the following fields: the biological sciences, chemistry, French, geology, German, philosophy, physics, and

GRADUATE STUDY

Spanish. The degree is awarded by the University in cooperation with the institution in which the student has done his research for the dissertation. Students interested in this program should write to the Dean of the Graduate School, University of Massachusetts, Amherst, Massachusetts 01002.

FELLOWSHIPS AND SCHOLARSHIPS

Smith College offers several fellowships and scholarships for graduate study. Special awards are made for study in Education and in Physical Education. The science departments and the departments of Education and Child Study, Music, and Theatre and Speech offer teaching fellowships and graduate assistantships for part-time graduate study combined with departmental assistance. Applicants should obtain forms from, and submit completed applications to The Secretary to the Committee on Graduate Study.

Several scholarships for foreign students are also available. Candidates should apply as early as November, if possible, to the Chairman of the Committee on Foreign Students, College Hall, Northampton, Massachusetts 01060, for application forms and details about required credentials; completed applications should be received by January 15.

Further information concerning the requirements for the various advanced degrees, admission, residence fees, and fellowships is given in the *Bulletin of Graduate Studies*. This bulletin and an application blank for admission may be obtained from the Secretary to the Committee on Graduate Study, Lilly Hall, Smith College, Northampton, Massachusetts 01060.

GENERAL INFORMATION

Community life and interests are an integral part of the education offered by Smith College. A large number of student organizations—of a civic, cultural, athletic, religious, political, social, pre-professional, or service nature—have the lively support of interested members of the student body to whom they give valuable experience. For some of these activities, such as the largely autonomous student government and the various campus publications, the students themselves are almost wholly responsible; for others, such as the formal musical activities, faculty direction is provided.

Life on the campus is also enriched by an extensive program of lectures and concerts which bring to the College distinguished speakers and musicians from this country and abroad. Additional lectures, concerts, recitals, plays, films, exhibitions, and panels by both the faculty and the students make for a full and varied calendar.

Faculty and student legislation relating to residence and attendance is printed in full in *The College Handbook*.

THE HOUSES

The basic unit of the campus community is the college house which normally accommodates fifty to eighty students representing all four classes. Assignments to houses are made in the order of dates of application for admission to college. A student may move from one house to another each semester during her college course, the order of assignment after the freshman year being determined by lot.

Except for a few smaller houses which are grouped together to make a single unit, each college house has its own living room and dining room. Each house or group of houses is in the charge of a Head of House who devotes full time to the administration of the house(s) and to the members' welfare. In some of the houses there is also a resident member of the faculty. Social regulations governing life in the houses are administered by the Student Government Association. Every student may be asked to contribute up to four hours a week of light service to the house in addition to taking care of her own room.

RELIGIOUS LIFE

The College provides opportunity for the development and expression of the concerns of all its students. Services of worship in the Protestant, Catholic, and Jewish traditions are held weekly in the Helen Hills Hills Chapel.

The Bodman Religious Center, downstairs in the Chapel, includes a lounge and an extensive collection of books and periodicals of religious interest. It is also the headquarters for the student religious groups, the Service Organization of Smith (SOS), and three of the College choral organizations. The Protestant Christian

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Organization, the B'nai B'rith Hillel Foundation, the Newman Club, the Christian Science Organization, and other groups meet in the Chapel Lounge, where they plan and present varied programs of worship, study, and social action. These groups, together with SOS, also encourage students to take advantage of some of the many opportunities available for community service in Northampton and environs, and for summer service in the United States and abroad.

Other student religious groups are encouraged to meet in the Chapel and to use its facilities for their programs. Area churches, synagogues, and other religious communities also make a special effort to welcome students to their services and programs. Thus the opportunity is provided for students of all faiths to strengthen and give expression to their own convictions and to gain an understanding and appreciation of other traditions.

The Chaplain, Associate Chaplain, SOS Coordinator, and Director of Choirs all have offices in the Chapel. The Chaplains are regularly available for religious and personal counseling.

HEALTH

The Health Service is directed by the College Physician assisted by a medical staff of two full-time physicians, one half-time physician, and one part-time psychiatrist. The services of specialists are readily available in Northampton and Springfield for consultation in cases of unusual or serious illness. The Student Counseling Service, headed by the psychiatrist, provides confidential counseling for students who are concerned about personal problems. As part of its emphasis on preventive medicine, the Health Service also exercises supervision of the health of all of the college service employees.

The Elizabeth Mason Infirmary with a capacity of sixty-seven beds is a modern hospital fully accredited by the Joint Commission on Hospital Accreditation. In addition to administrative personnel, its staff includes both a laboratory and an X-ray technician, a dietary supervisor, and twenty registered nurses employed full or part time. The ground floor of the Infirmary houses the outpatient offices of the medical staff. The Counseling Service has offices on the first floor in the East Wing.

The College has its own insurance plan, underwritten by Blue Cross-Blue Shield, which gives the student unusual protection in the special circumstances of a residence college, in addition to protecting her over a twelve-month period whether or not she is in residence at college. Participation in this plan is optional providing the student has protection under another plan and furnishes the Treasurer's Office with the name and address of the insurance carrier and the student's membership number.

The health fee of \$50 pays for outpatient services that include examination and treatment by the college physicians, and the Student Counseling Service. Treat-

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ment includes some medicines, physical therapy in the form of ultra-violet irradiation, supervised exercises when ordered by the orthopedist and heat such as hydrocolator and whirlpool baths, injections for desensitization as requested by a student's own physician and, in addition, most immunizations needed for foreign travel. Some orthopedic appliances, such as crutches, canes, slings, are available on loan.

Complete physical examinations are performed as required for graduate school, employment applications or other special programs.

The college doctors are always available for conference with students.

In the interest of individual and community health, every student is expected to comply with the health regulations which are outlined in *The College Handbook*.

VOCATIONAL COUNSELING AND PLACEMENT

The Vocational Office assists students and alumnae with career planning and also supplies specific information about employment opportunities, permanent and summer. In addition, it provides information concerning postgraduate training, arranges group meetings and discussions about various vocations, and schedules interviews with employers and representatives of graduate schools who visit the campus. Letters of recommendation are collected for undergraduates, seniors, and alumnae from employers, faculty, and members of the administration, and they become part of a cumulative record kept for every student and alumna. These records are on file in the Vocational Office and are available to be sent upon request to prospective employers, graduate schools, and scholarship committees.

BUILDINGS AND GROUNDS

COLLEGE HALL, dedicated in 1875 at President Seelye's inauguration, originally contained all the facilities of the College except for housing. It continues to serve as the main administration building. The tower houses the twenty-three-bell Dorothea Carlile Carillon presented by her family as a memorial to Dorothea Carlile of the Class of 1922. The BUSINESS ADMINISTRATION ANNEX is located at 30 Belmont Avenue.

JOHN M. GREENE HALL, named in honor of the Reverend John M. Greene, Sophia Smith's principal adviser in the founding of the College, is a large auditorium built in 1910 with gifts from John D. Rockefeller and other donors. It seats 2066 with additional seating space on the stage. The four-manual Austin organ of seventy stops, built in 1910, was presented by the Class of 1900 as a memorial to Cornelia Gould Murphy.

THE WILLIAM ALLAN NEILSON LIBRARY, the gift of Andrew Carnegie, alumnae, and friends, was built in 1909 and enlarged in 1937 and again in 1962. In addition to the offices and a major portion of the collection of the Smith College Library, it contains departmental study rooms, carrels for students, and faculty offices.

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The Smith College Library contains 796,000 volumes, this number including those books and pamphlets housed for greater convenience in the libraries of the art, performing arts, and science buildings; over 2,000 current periodicals, and 42 daily newspapers. The open-shelf system permits free access to all books.

THE HELEN HILLS CHAPEL, completed in 1955, provides a place for public worship and private meditation. The Clara P. Bodman Religious Center, located in the Chapel, contains a lounge and library, a choir room, offices for the Chaplains and campus religious organizations, and headquarters for campus social service activities. The three-manual Aeolian-Skinner organ of thirty-nine stops, built in 1955, was presented by Mrs. Hills as a memorial to her husband, James Mandley Hills.

PIERCE HALL, built in 1882 as Music Hall, served as the home of the Department of Psychology from 1924 to 1967 and is named in memory of Professor Arthur Henry Pierce of that department. It now contains administrative offices as well as classrooms and faculty offices.

LILLY HALL, given in 1886 by Alfred Theodore Lilly as a Hall of Science, was used for that purpose until the completion of the new Science Center in 1966. It now contains administrative offices, classrooms, and the Afro-American Cultural Center.

SEELYE HALL, given in 1899 by friends of President Seelye, contains twenty-four classrooms, faculty offices, spaces for certain student activities, and the bookstore.

HATFIELD HALL, built in 1877 as Hatfield House and named for the town where Sophia Smith had spent her life, became an academic building in 1926. It provides seminars and classrooms, conversation rooms for the modern languages, and faculty offices.

WRIGHT HALL, completed in 1961 and named for President Wright, contains fifty-five faculty offices, eight seminar rooms, a language laboratory, a social science research center, a conference lounge, and a lecture hall seating 404. TYLER ANNEX and 10 PROSPECT STREET contain an additional 22 faculty offices.

THE CENTER FOR THE PERFORMING ARTS is a quadrangle consisting of Sage Hall, built in 1924, and new buildings completed in 1968, including the Theatre Building, the Berenson Studio, and the Werner Josten Library. The tower, given in memory of Florence Jeffrey Carlile '93, contains a peal of eight bells hung for change ringing.

SAGE HALL, named in honor of Mrs. Russell Sage, contains the classrooms, offices, practice rooms, and listening rooms of the Department of Music. It also has an auditorium seating 743, used for recitals, lectures, and motion pictures, and a small classroom theatre.

THE THEATRE BUILDING includes two theatres and such supporting facilities as a costume studio, a design studio, a sound studio, a television studio with separate

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control room and make-up, dressing, and storage rooms, as well as a scene shop, student lounge, and Green Room. The main theatre, Theatre 14, given in honor of the Class of 1914 by a member of the class, seats 460 and is fully equipped for student use. The Hallie Flanagan Studio Theatre, named in honor of Hallie Flanagan Davis, a former Dean of the College, permits experimentation with a variety of stage presentations through the use of movable seats for a maximum of 200 persons.

THE BERENSON STUDIO, named in memory of Senda Berenson Abbott, the College's first Director of Physical Training, provides accommodations for both individual and class instruction in two dance studios. The larger contains a viewing gallery and equipment for dance demonstrations.

THE WERNER JOSTEN LIBRARY, named in memory of Professor Josten of the Department of Music, houses the collections of the Smith College Library related to the performing arts, including 16,400 books, 40,700 recordings, and 27,100 scores. Rooms for individual and group listening, as well as reading rooms, are provided.

THE CLARK SCIENCE CENTER, given by Mrs. W. Van Alan Clark (Edna McConnell '09) and other donors, comprises a completely renovated Burton Hall and two new buildings, McConnell Hall and Sabin-Reed Hall. The Center meets the most exacting specifications for modern scientific experimentation and equipment. In addition to formal class laboratories, there are areas for graduate and advanced undergraduate research. Each instructor has his own office and laboratory. All departments share the use of an auditorium seating 200, general classrooms and seminar rooms, radiation laboratories, quarters for animals, a machine shop, a stock room, and special equipment.

McCONNELL HALL, opened in December 1965, was named in memory of David McConnell. It houses the Departments of Astronomy, Mathematics, and Physics, and the large lecture hall.

SABIN-REED HALL, named for Dr. Florence Sabin '93 and Dr. Dorothy Reed Mendenhall '95, was completed in September 1966. It contains the Departments of Chemistry and the Biological Sciences and part of the Department of Geology, as well as the Science Library of 71,225 volumes.

BURTON HALL, named for President Burton, was built in 1914 and reopened after renovation in 1967. It contains the Department of Psychology, most of the Department of Geology, and the administrative offices of the Clark Science Center.

THE LYMAN PLANT HOUSE, given in 1896 in memory of Anne Jean Lyman, includes greenhouses illustrating the vegetation of different climates and spaces for teaching and experimentation in horticulture. Adjoining it is the BOTANIC GARDEN designed for horticultural study, with sections to illustrate plant classification and habits. Arranged about the college grounds are smaller gardens and numerous varieties of native and imported trees and shrubs.

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THE OBSERVATORY, located in West Whately, was completed in 1964. It contains a 16-inch reflecting telescope used for advanced teaching and research. A smaller telescope and other instruments for undergraduate teaching are installed on the roof of McConnell Hall.

THE FINE ARTS CENTER, now under construction, is expected to be completed in the Fall of 1972. It will include facilities for the Department of Art, the Hillyer Art Library, and the Smith College Museum of Art grouped around a central sculpture court.

STODDARD HALL, built in 1899 and enlarged in 1918, was named in honor of John Tappan Stoddard, Professor of Physics and of Chemistry. Until the completion of the Fine Arts Center, it is being used for facilities of the Department of Art, the Hillyer Art Library of 28,100 volumes, and collections of 50,900 photographs and 102,000 slides.

The Smith College Museum of Art will occupy space in McConnell Hall until the completion of the Fine Arts Center.

GILL HALL and FORT HILL HOUSE are used by the Department of Education and Child Study for the Smith College Day Schools. Gill Hall, built in 1918 and named for relatives of Bessie T. Capen, was one of five buildings of the former Capen School acquired by the College in 1921 as a bequest of Miss Capen. Enlarged in 1964 by the addition of eight modern classrooms, it contains also the library, art room, music room, science laboratory, and gymnasium of the lower and upper schools. The Preschool is housed at Fort Hill House. MORGAN HALL, named for Elisabeth Morrow Morgan '25, contains offices and classrooms for the department.

THE ALUMNAE GYMNASIUM, given by alumnae and their friends in 1891, includes two bowling alleys and four squash courts in addition to the main floor and offices.

THE SCOTT GYMNASIUM, built in 1924 and named in honor of Colonel Walter Scott, contains a large floor used for volleyball, basketball, and fencing, a room for dance, two smaller gymnasiums for group gymnastics, a graduate student classroom and library, a swimming pool 75' x 23', an undergraduate lounge, and department offices.

THE RECREATION FIELDS, over thirty acres in extent, including the Allen Field, the gift of Frank Gates Allen, and the Athletic Field, afford opportunities for such sports as hockey, soccer, baseball, lacrosse, tennis, archery, volleyball, and practice golf. A short distance away are the RIDING STABLES and INDOOR RIDING RING. The FIELD HOUSE was built in the summer of 1939 with funds given by the Classes of 1938 and 1939, the undergraduates, the Athletic Association, and the Trustees. Besides space for storage and dressing rooms, it contains a lounge and kitchenette. The BOATHOUSE and the CREW HOUSE on Paradise Pond, built in 1910-11, have

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accommodations for canoes, rowboats, sailboats, and eight rowing shells, as well as a large recreation room used principally for dance.

DAVIS STUDENT CENTER, the student recreation building, built in 1898 and acquired under the will of Bessie T. Capen in 1921, contains a food shop and lounge area, TV room, ballroom, and committee rooms for student organizations. It was named by the students in honor of President Davis. CAPEN ANNEX is an adjacent building housing the offices of student publications and other student organizations.

HAMPSHIRE HOUSE, the campus headquarters of students who live at home, includes a large living room with kitchenette, a study room, and dressing facilities.

ELIZABETH MASON INFIRMARY, which commemorates Elizabeth Mason Howland '04, was opened in 1919. With the Florence Gilman Pavilion, added while Smith was host to the Naval Officers' Training School and enlarged in 1950-51, it constitutes an attractive, well-equipped, fire-resistant hospital with a capacity of sixty-eight beds. It is fully accredited by the Joint Commission on Hospital Accreditation. The outpatient offices of the medical staff and the offices of the counseling service are housed in the infirmary building.

THE ALUMNAE HOUSE, presented to the College by the Alumnae Association in 1938, contains offices for the staff of the Association, and a variety of meeting rooms for the use of the alumnae and College, including a conference room seating 225.

THE FACULTY CENTER, given by the members of the Board of Trustees in 1960, includes a dining room, a lounge, and several meeting rooms.

THE PRESIDENT'S HOUSE, built in 1920 on a hillside looking over Paradise Pond toward Mount Tom, is designed to be suitable for official College functions as well as for residential purposes.

THE SERVICES AND STORES BUILDING, built in 1899 and acquired in 1946, contains the offices of the Department of Buildings and Grounds and a variety of shops and storage areas. Nearby are the Central Heating Plant, built in 1947, and the Central Chiller Plant, added in 1967.

THE COLLEGE LAUNDRY, a fully-equipped laundry and dry-cleaning plant, built in 1921, offers its services to members of the College community.

THE COLLEGE HOUSES

The thirty-six residence units provide living accommodations for approximately twenty-three hundred students.

THE OLD CAMPUS: Chapin, Dewey, Clark, the Hopkins group (three contingent houses), Hubbard, Lawrence, Morris, 150 Elm Street, Tenney (a cooperative house

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for upperclassmen), Tyler, Washburn, and two houses, Haven and Park, sharing dining facilities with two of the three houses for men on the Twelve College Exchange, Wesley and Park Annex, respectively.

THE CAMPUS NORTHEAST OF ELM STREET: Albright, Baldwin, Capen, Cutter, Dawes (the French House), Gillett, Lamont, Mary Ellen Chase and Eleanor S. Duckett (for seniors), Northrop, Parsons and Parsons Annex, Sessions and Sessions Annex (for men on the Twelve College Exchange), Talbot, Ziskind.

THE QUADRANGLE HOUSES: Comstock, Cushing, Ellen Emerson, Franklin King, Gardiner, Jordan, Laura Scales, Martha Wilson, Morrow, Wilder.

THE GRADUATE HOUSES: 8 Bedford Terrace and Elizabeth Drew House.

FEES AND EXPENSES

THE ANNUAL FEE

The inclusive annual charge for tuition, residence, and health fees for the 1971-72 academic year is \$3,900; for 1972-73, it will be \$4,120. The College offers an optional health insurance program (See p. 221). Students are not charged the full cost of instruction, the annual fee representing approximately two-thirds of the cost to the College for each resident student. Thus every student receives a sizable scholarship provided out of endowment income and current gifts to Smith College.

Statements for semester fees are mailed on or about August 15 and January 10. Payment of charges for the first semester is due by September 1; for the second semester by January 25. Checks should be made payable to Smith College and forwarded to the Office of the Treasurer.

PAYMENT PLANS

The College has no established plan for installment payment of semester charges. The cost of operating such a plan and the fact that the College is not staffed to handle it preclude the possibility of such an arrangement. However, the College participates in the Insured Tuition Payment Plan which offers a monthly payment plan to parents. A brochure describing this plan is mailed by the Treasurer's Office to parents of incoming freshmen prior to the beginning of the academic year.

WITHDRAWAL REFUNDS

Commitments to Faculty and staff and arrangements for the housing and board of students are made by the College in advance of the academic year. They are based on anticipated student enrollment and are not subject to change. Therefore, a student who notifies the Registrar of her withdrawal prior to the opening of the College will have all charges cancelled. But a student who withdraws after the opening of College will receive no refund for tuition or room. Board will be refunded on a pro-rata basis.

DEPOSITS

A General Deposit in the amount of \$100 is required from each new student.

For students entering under the Early Decision Plan, the deposit is payable by January 1. For all other students, the deposit is payable on May 1. (This is a one-time deposit which will be refunded following graduation or upon withdrawal, provided that the Registrar has been notified in writing before July 1 that a student will withdraw for first semester or before December 1 for second semester. The deposit is not refunded for new students in case of withdrawal before entrance.)

A Room Deposit, non-refundable, in the amount of \$100 is required from each incoming resident Freshman or upper class transfer student. This deposit is due on the same date as the General Deposit described above. It will appear as a credit on first semester statements.

FEES AND EXPENSES, 1971-72

REQUIRED FEES	1ST SEMESTER	2ND SEMESTER	
Tuition	\$1,225.00	\$1,225.00	
Room and Board	700.00	700.00	
Health Fee	50.00		
	<u>\$1,975.00</u>	<u>\$1,925.00</u>	
*Total Required Fee			\$3,900.00
PRELIMINARY PAYMENTS AND DEPOSITS (See pages 45 and 228 for credits and refunds)			
Registration for application for admission			15.00
General Deposit			100.00
Room Deposit			100.00
OTHER FEES AND CHARGES			
**Student Activities Fee			approx. 20.00
Accident and sickness insurance (optional if alternate coverage is carried)			80.00
Required materials for course in studio art			approx. 10.00
Fees for courses in practical music, for academic year			
Vocal or instrumental			
One hour lesson per week			300.00
One half-hour lesson and two class hours per week			300.00
Courses in ensemble when given individually			70.00
Use of practice room, one hour daily, and a college instrument			20.00
Use of practice room only, one hour daily			10.00
Use of organ, one hour daily			50.00
Fees for classes in riding, exclusive of jumping, 2 hours weekly			
Fall term			approx. 65.00
Winter term			approx. 110.00
Spring term			approx. 75.00
Infirmary charge per day			55.00
Graduation Fee (required in senior year)			15.00
ESTIMATED ADDITIONAL EXPENSES			
Books, each year			approx. 150.00
Studio art course, additional supplies			
Drawing, Painting, Sculpture			12.00 up
Photography (excluding camera)			50.00 up
Gymnasium outfit for physical education (optional)			30.00
Subscriptions and dues			approx. 25.00
Recreation and incidentals			250.00 up
FEE FOR NON-MATRICULATED STUDENTS: per course			310.00
for auditing, per course			5.00

*For the 1972-73 academic year, the total required fee will be \$4,120.

**Included on first semester bill; Receipts from this fee are allocated by the Student Government Association.

SCHOLARSHIPS AND FINANCIAL AID

For students who wish to attend Smith College but are unable to meet their full expenses, the College offers scholarships ranging from \$200 to full fees as well as student loans. Each award of financial aid to regular students is usually a combination of scholarship grant and loan.

Awards are granted to applicants of marked scholastic achievement, academic promise, and demonstrated financial need regardless of race, creed, or color. Requests for financial aid are considered confidential. They are not made a part of the record used for decisions on admission.

All financial aid, whether scholarship or loan, is granted only to applicants whose need is proved on the basis of information submitted on the Parents' Confidential Statement of the College Scholarship Service. Need is reviewed annually. The College itself makes all final decisions. Awards to entering students are announced simultaneously with admission decisions.

All applications for financial aid for entering students should be sent to the Director of Financial Aid. Candidates must file financial aid applications by January 8 of the senior year in high school for entrance the following September. Candidates applying for admission under the Early Decision Plan should send their applications to the Director of Financial Aid by November 8 of their senior year. Later applications for loans may be considered in emergencies.

SCHOLARSHIPS AND LOANS

Scholarships are made possible through endowed funds given to the College for this purpose, by an annual appropriation from general income, by annual scholarship gifts from alumnae clubs and other organizations, and through the Educational Opportunity Grant Program. Loans are available to students in good standing with proven financial need from College funds as well as through the National Defense Education Act Loan Program. Because College loan funds may be limited, students are urged, whenever possible, to seek loan assistance locally and through State and Federal programs.

Any scholarship granted to an entering student will normally be continued through her sophomore year if she maintains a good personal record, an academic standing of diploma grade, and proves continuing financial need. At the completion of the sophomore year all awards will be reviewed by the Financial Aid Committee. Awards will then be renewed only on the bases of good character, demonstrated ability, total achievement, and continued need.

Applicants and their families are advised that when no scholarship aid is awarded for the freshman year there is small likelihood that a student will receive a scholarship for the following year, except in emergency situations. Applicants with a superior

academic record for the first two years and continued need will be considered for upperclass awards.

Among the named and special purpose scholarships are:

First Group Scholarships, awarded to students of highest academic achievement and including:

The Neilson Scholarships. Not more than fifteen scholarships, created by the Board of Trustees in honor of President William Allan Neilson on the completion of fifteen years of his administration, are awarded annually to students among the First Group Scholars in the three upper classes.

The Dwight W. Morrow Scholarships. Ten scholarships are awarded annually to seniors among the First Group Scholars.

The William A. Neilson Scholarship. This award provides full tuition for a student among the First Group Scholars.

The Sophia Smith Scholarships. These scholarships are awarded without stipend to members of the three upper classes whose standing entitles them to a place among the First Group Scholars.

Music Scholarships: Each year the College awards scholarships for lessons in practical music to students recommended by the Music Department. Auditions are held for entering students after the opening of College.

Scholarships of amounts up to full fees may be awarded to foreign students. For these scholarships special applications should be directed to the Committee on Foreign Students.

At the discretion of the Trustees partial tuition scholarships may be granted to candidates accepted for admission to the College who have been residents of Northampton or Hatfield for at least five years directly preceding the date of their admission to college. Such grants are continued through the four college years if the student maintains diploma grade, conforms to the regulations of the College, and continues to be a resident of Northampton or Hatfield.

Fellowships awarded for graduate work, including those open to students from foreign countries, are listed in the *Bulletin of Graduate Studies*.

Some scholarship and loan funds are awarded upon the recommendation of the College. Special application forms for these are also available from the Office of Financial Aid.

SCHOLARSHIPS

The Cotillion Society of Cleveland awards annually a scholarship at the recommendation of the College to a freshman from the greater Cleveland area who meets the standards of excellence and need stated by the Society.

The Huguenot Society of America awards scholarships of \$1000 at the recommendation of the College to students whose ancestry meets the requirements of the Society.

The Leila Lincoln Foster Foundation Fund offers limited loan assistance toward tuition expenses to students who are members of, or eligible for membership in, the Daughters of the American Revolution as certified by that organization. Applicants must also fulfill the requirements of the College for financial aid.

SELF-HELP

The College undertakes general supervision of the remunerative work done by the undergraduates. All students employed, whether on or off the campus, must first register with the Office of Financial Aid. On-campus jobs under the Smith Self-Help and Federal Work-Study programs are assigned by this office during the academic year. Freshmen are not permitted to work outside their houses during their first semester. Students who receive aid of any sort from Federal funds are subject to the statutes governing such aid.

Summer employment opportunities, in addition to summer off-campus Work-Study jobs, are available through the Vocational Office.

Tenney House, originally established as the gift of Mary A. Tenney, is open to a limited number of upperclassmen. In this house the students cooperate in the purchase of food and in the duties of housekeeping. The cost of a room in Tenney House is \$200 for the year; current prices determine the cost of board.

PRIZES, AWARDS, AND ACADEMIC SOCIETIES

PRIZES

The *Academy of American Poets Poetry Prize*, to be awarded annually by the Academy of American Poets through the prize committee of the Department of English Language and Literature for the best poem or group of poems submitted by an undergraduate.

The *Anita Luria Ascher Memorial Prize*, given in her memory by Dr. Liebe D. Sokol '51 and her parents, to be awarded annually to the student who has shown most progress in German during the year.

The *Elizabeth Babcock Poetry Prize* fund, established by Miss Edith L. Jarvis 1909 in memory of Elizabeth Babcock ex-1911. The income is to be awarded annually for the poem adjudged best by a committee appointed by the Department of English Language and Literature. The competition is open to all undergraduates who have not already won the prize; the poem submitted may not have been printed previously.

The *Harriet Dey Barnum Memorial Prize* fund, founded by the Class of 1916, the income to be used for outstanding work in music.

The *Suzan Rose Benedict Prize* fund, the income to be awarded at the discretion of the Department of Mathematics to a sophomore for excellence in mathematics, the decision being made by the Department.

The *Borden Freshman Prize*, to be awarded annually from 1962 to 1971 to that student who has achieved the highest average grade among the members of the class for all college work taken during the freshman year.

The *Samuel Bowles Prize* fund, the income to be awarded to a senior for the best thesis on a sociological or economic subject.

The *John Everett Brady Prize* fund, the income to be awarded for excellence in Latin as determined by an examination in sight translation.

The *Margaret Wemple Brigham Prize* fund, established in her memory by friends and associates of the Division of Laboratories and Research of the New York State Department of Health, the income to be awarded to a senior for excellence in bacteriology.

The *Amey Randall Brown Prize* fund, given by Miss Mabel Brown 1887 in memory of her mother. The income is to be used as a prize for the best essay on a botanical subject.

The *Vera Lee Brown Prize* fund, the income to be awarded on recommendation of the Department of History for excellence in that subject to a senior majoring in history in the regular course.

PRIZES

The *Yvonne Sarah Bernhardt Buerger Prize* fund, the income to be awarded to those undergraduates who have contributed most vitally to the dramatic activities of the College.

The *Dr. Pauline Burt Prize* fund, given by Miss Alice Butterfield, the income to be awarded to a senior majoring in chemistry or biochemistry who has made an excellent record and shown a high potential for further study in science.

The *James Gardner Buttrick* fund, given by Mrs Buttrick in fulfillment of her husband's wish, the income to be used for a prize for the best essay on a subject in the field of religion and Biblical literature suggested by a course in that Department and approved by the instructor.

The *Carlile Prize* fund, given by the Very Reverend and Mrs Charles U. Harris in memory of Dorothea Carlile 1922, from which are awarded a prize for the best original composition for carillon and a prize for the best transcription for carillon.

The *Julia Harwood Caverno Prize* fund, the income of which is given to a member of the junior or the senior class for excellence in Greek language and literature.

The *Sidney S. Cohen Prize* fund, the income to be awarded at the discretion of the Department of Economics.

The *Ethel Olin Corbin Prize* fund, the income to be awarded to an undergraduate for the best original poem—preferably blank verse, sonnet, or ballad—or informal essay in English.

The *Merle Curti Prize* to be awarded annually by the Department of History to that student who submits the best piece of writing on any aspect of American Civilization.

The *Daves Prize* fund, the income to be awarded for the best undergraduate work in political science.

The *Alice Hubbard Derby Prize* fund, the bequest of Mr Henry R. Lang in memory of his wife, a member of the Class of 1885. The income is to be used for prizes awarded by the Department of Classical Languages and Literatures to students of the junior and senior classes who have shown special proficiency in the study of Greek literature in the original in the year in which the awards are made. The award will be based on an examination in sight translation.

The *Elizabeth Drew Prize* fund, the income to be awarded to an undergraduate for work in English.

The *Hazel L. Edgerly Prize* fund, founded in memory of Hazel Louise Edgerly 1917, the income to be awarded on the recommendation of the Department to a senior in honors in history for distinguished work in that subject.

The *Ruth Forbes Eliot Poetry Prize* for the best poem submitted by a member of the freshman or sophomore class.

The *Settie Lehman Fatman Prize* fund, the income to be awarded in two prizes for the best musical composition, preferably in sonata form, and for the best composition in a small form by members of the senior class or graduate students taking Music 342 or Special Studies in Composition or by a student in Music 233.

The *Harriet R. Foote Prize* fund, the income of which is to be awarded to the outstanding student in botany, based on an examination record.

The *Henry Lewis Foote Memorial Prize* fund, given by his wife, Harriet Risley Foote 1886, the income to be awarded for excellence in class work in Biblical courses.

The *Clara French Prize* fund, founded by Mrs Mary E. W. French, the income to be given to that senior who has advanced farthest in the study of English language and literature.

The *Helen Kate Furness Prize* fund, founded by Horace Howard Furness, the income of which is given for the best essay on a Shakespearean theme. There is no restriction on the length of the essays, but in general they are not to be shorter than 4000 words or longer than 10,000 words. The competition is open to all essays on a Shakespearean theme (except honors theses) prepared in courses or units and recommended by the instructors of such courses or units.

The *Sarah H. Hamilton Memorial Prize* fund, given by her sister Julia H. Gleason, the income to be awarded for an essay on music.

The *Arthur Ellis Hamm Scholarship Prize* fund, founded by Elizabeth Creevey Hamm 1905 in memory of her husband, Captain Arthur Ellis Hamm, the income to be awarded to a freshman on the basis of the year's record.

The *Frances A. Hause Memorial Prize* fund, founded in memory of Frances A. Hause 1922, the income to be awarded to the senior who has majored in chemistry and has made the best record in that subject.

The *Denis Johnston Playwriting Award* fund for the best play or musical written by an undergraduate. The author must be a student at Amherst College, Mount Holyoke College, Smith College, or the University of Massachusetts.

The *Florence Corliss Lamont Prize*, a medal to be awarded for work in philosophy.

The *Emogene Mahony Memorial* fund for the furtherance of English literature and dramatic art from which an award is made for the best essay on a literary subject written by a freshman, and for the best honors thesis submitted to the Department of English Language and Literature.

PRIZES

The *Emogene Mahony Memorial Prize* fund, founded by Miss Ethel Haskell Bradley 1901, the income to be given for proficiency in organ.

The *John S. Mekeel Memorial Prize* fund, given in his memory by his wife, the income of which is to be awarded annually to a member of the senior class, selected by the Department of Philosophy, for outstanding work in philosophy.

The *Samuel Michelman Memorial Prize* fund, given in his memory by his wife, the income to be awarded to a senior from Northampton or Hatfield who has maintained a distinguished academic record and contributed to the life of the College.

The *Mrs Montagu Prize* fund, founded by Abba Louisa Gould Woolson in honor of Elizabeth Montagu, the income to be awarded for the best essay on the women of the eighteenth century or women depicted in the literature of that century.

The *Victoria Louise Schrager Prize* fund, given in her memory by her family and Miss Marjorie Hope Nicholson, the income to be awarded annually to a senior who has maintained a distinguished academic record and has also taken an important part in student activities.

The *Andrew C. Slater Prize* fund, the income to be awarded to an undergraduate for excellence in debate.

The *Rosemary Thomas Poetry Prize* fund, the income to be awarded by a committee of members of the Smith College Department of English Language and Literature to the undergraduate student who has shown by her creative writing the greatest evidence of poetic gift and dedication to poetry as a view of life.

The *Frank A. Waterman Prize* fund, the income to be awarded to a senior who has done excellent work in physics.

FIRST GROUP SCHOLARS

Smith College students who have a record at the College indicating high academic achievement in the previous year are named First Group Scholars. The Dwight W. Morrow, Neilson, William Allan Neilson, and Sophia Smith scholars are selected from the First Group Scholars.

SOCIETY OF THE SIGMA XI

In 1935 Smith College became the first women's college to be granted a charter for the establishment of a chapter of the Society. Each year the Chapter elects to membership promising graduate students and seniors who excel in science.

PHI BETA KAPPA

The Zeta of Massachusetts Chapter of the Phi Beta Kappa Society was established at Smith College during the year 1904-05, and the first undergraduates were elected to membership in April. In 1920 provision was made for the election of a small number of juniors. Rules of eligibility are established by the Chapter in accordance with the regulations of the national Society. Selection is made on the basis of overall academic achievement.

AWARDS AND HONORS—1971

PRIZE AWARDS

- Academy of American Poets Poetry Prize:* Susanne Kay Fickert, 1971
American Chemical Society Prize, Connecticut Valley Section: Theodora Christopher, 1971
American Institute of Chemists' Medal: Joan Edith Beck, 1971
Elizabeth Babcock Poetry Prize: Debra Lynn Franco, 1971; Jane Rhonda Passman, 1973; Diane Okrent, 1973; Wendy Carol Lamb, 1974
Suzan Rose Benedict Prize: Janet Claire Stone, 1973; Caren Lea Diefenderfer, 1973; Valerie Sarris, 1973
Borden Freshman Prize: Thais Elizabeth Morgan, 1973
Samuel Bowles Prize: Anne Feeley, 1971; Mary Ellen Scheuer, 1971; Lucia Tarsitsa Katseli, 1972; Darcy Ann Bundy, 1973
John Everett Brady Prize: Linda Roseanne Castiglia, 1971; Dorothy Ann Clift, 1971
Amy Randall Brown Prize: Anne Burnham, 1971
Margaret Wemple Brigham Prize: Wendy Catherine Brown, 1971
Vera Lee Brown Prize: Mary Brooke Carmichael, 1971
Tvonne Sarah Bernhardt Buerger Prize: Karen Suzanne Crow, 1971; Meri Denise Golden, 1971; Margaret Dorothy Hirshfeld, 1971; Catherine Hunter Smith, 1971
Dr. Pauline Burt Prize: Theodora Christopher, 1971
James Gardner Buttrick Prize: Deborah Jacqueline Ebel Roy, 1971
Carlile Prize: Permelia Alice Singer, 1972
Julia Harwood Caverno Prize: Linda Roseanne Castiglia, 1971
Alison Loomis Cook Scholarship Award: Sylvia Catherine Thompson, 1972
Ethel Olin Corbin Prize: David Harper Watters, 1972 (Dartmouth College)
Dawes Prize: Anne Stowell Davidson, 1971; Alana Northrop, 1971
Alice Hubbard Derby Prize: Christine Elizabeth Africa, 1971; Mary Thérèse Leggio, 1971; Patricia Ellen Moss, 1971
Elizabeth Drew Prize: Joan Carol Dayan, 1971; Susan Linda Sachs, 1971; Mildred Rosalyn Zeldes Tessler, 1971
Amanda Dushkin Scholarship Award: Christy Anne Eve, 1973
Hazel L. Edgerly Prize: Holly Beth Fitzsimmons, 1971
Ruth Forbes Eliot Prize: Margot Kathleen Louis, 1974
Settie Lehman Fatman Prize: Penny Jo Anderson, 1971; Ann Marie Callaway, 1971
Henry Lewis Foote Memorial Prize: Melissa Suzanne McCoy, 1973
Clara French Prize: Susan Ann Handelman, 1971
Arthur Ellis Hamm Scholarship Prize: Thais Elizabeth Morgan, 1973
Frances A. Hause Memorial Prize: Theodora Christopher, 1971
Denis Johnston Playwriting Award: Louis A. Dimonaco, 1971 (University of Massachusetts); Carol Price Banks, 1971 (University of Massachusetts)
Florence Corliss Lamont Prize: Stephanie Andrea Ross, 1971
Emogene Mahony Memorial Prize: Permelia Alice Singer, 1972; Karen Susan Abelman, 1974

AWARDS

John S. Mekeel Memorial Prize: Linda Suzanne Sharp, 1971

Mrs. Montagu Prize: Lauren Silberman, 1971

Victoria Louise Schrager Prize: Susan Jonal McCone, 1971; Catherine Hunter Smith, 1971

Scott Paper Company Leadership Award: Margaret Thom Clark, 1973

Rosemary Thomas Poetry Prize: Susanne Kay Fickert, 1971; Helen Judson Clark, 1973; Nadine Kiernan Klein, 1973

SOCIETY OF THE SIGMA XI

Class of 1971

Isabelle Owen Arndt
Joan Edith Beck
Anne Burnham
Dolores Ann Campbell
Susan Jean Fiester
Carolyn Ruth Filbert
Susan Jill Goldin
Carol Jean Harmon
Linda Cyrilla Sroka Heckman

Marian Elizabeth Jones
Sheung-Yuen June Kan
Sheryl Elaine King
Marie Kwan
Magdalyn Bridget Musico
Caroline Vreeland Rider
Deborah Hye Shuman
Mary Anne Simmonds
Jennifer Ann Young

PHI BETA KAPPA

Class of 1971

Isabelle Owen Arndt
Ann Marie Callaway
Mary Brooke Carmichael
Linda Roseanne Castiglia
Pei-loh Chia
Theodora Christopher
Joan Carol Dayan
Laurie Effron
Ann Feeley
Nancy Ann Finlay
Susan Jean Fiester
Holly Beth Fitzsimmons
Ana Elvira Margarita de León Izeppi
Flynn
Helene Marian Freeman
Sylvia Miriam Friedmann
Jane Margaret Grant
Susan Ann Handelman

Linda Cyrilla Sroka Heckman
Johanna Kreiner
Jane Alice Laskey
Mary Thérèse Leggio
Enid Fran Levin
Susan Jonal McCone
Marion Louise McCutcheon
Eva Louise Morgenstern
Magdalyn Bridget Musico
Carol Jane Nackenoff
Kathryn Elizabeth Osann
Resha Mae Putzrath
Stephanie Andrea Ross
Deborah Jacqueline Ebel Roy
Carolyn Faye Sachs
Claire Ellen Sawyer
Mary Ellen Scheuer
Melody Eileen Senft

AWARDS

Lynda Suzanne Sharp
Deborah Hye Shuman
Lauren Silberman
Elizabeth Anne Smith
Anne Stanford
Barbara Ann Swyer
Francine Ruth Weiss

Sydney Sheldon Welton
Sandra Mary Wersetsky
Joan Williams Woll
Robin Lynn Wright
Ana-Maria Van Wie Zaugg
Serl Esther Zimmerman

ACADEMIC DEGREES

The degree of Bachelor of Arts is awarded on completion of an undergraduate program to the satisfaction of the Faculty. The degree may be awarded with honors in three grades: *Cum laude*, *Magna cum laude*, and *Summa cum laude*. In the list of candidates for the degree of Bachelor of Arts with Honors, the name of the department of the major appears beside the name of each student who elected to pursue a Departmental Honors program and received the degree with honors on the basis of her performance in that program. Honors degrees for which no department is listed were conferred on the basis of a high level of general achievement during the sophomore, junior, and senior years. Students designated as Smith Scholars pursued special individual programs of study.

BACHELOR OF ARTS

CONFERRED AS OF THE CLASS OF 1970

Joyce Robin Hunt	Gwen Elizabeth Townsend, <i>cum laude</i> ,
Mary Faith Moore	English
Constance Marie Mulroy	Margaret McLeod Brooks Upton
Barbara Ann Newman	Pansy Beale Ward
Gail Marie Patterson	Eleanor Sisson Warren
Tawn Tawana Smith	Helena Winter
Louise Mary Strang	Barbara Young
	Martha Ann Zatezalo

CONFERRED 1971

Kathryn Marie Abernethy	Dona Katharine Beidleman
Christine Elizabeth Africa	Karen Christina Bennett
Penny Jo Anderson	Mary Elizabeth Bergerud
Margaret Lynn Andrew	Sharren Lee Berth
Mariam Ashrafi	Janet Agnes Biesemeyer
Laure Camille Aubuchon	Cassandra Bilotta
Marney Addison Ault	Mary Susan O'Neill Birkett
Cathy Marsha Lebow Axelson	Joan Elaine Bitner
	Rita Mary Beck Black
Christy Jean Bailey	Jayne Roberta Blackley
Patricia Anne Monacelli Bar	Bonnie Jane Blair
Michele Anne Baron	Janet Lee Budnick Bloom
Susan Whitney Bath	Deborah Blum
Cynthia Diana Bayne	Helena Barnes Bongartz
Joan Edith Beck	Janet Boorky
Mary Wilder Beckwith	Anne Catherine Brabner-Smith

DEGREES

Barbara Lynn Bradt
Kathryn Jane Braude
Sandra Feiler Brazaitis
Gloria Gayle Brinkley
Kathryn Karen Brown
Wendy Catherine Brown
Susan Lounsbury Brundage
Anne Burnham
Susan Duryee Burns
Susan Nell Luttrell Burns

Dolores Ann Campbell
Sarah Douglass Campbell
Gail Rae Caplan
Ruth Norinne Reese Carter
Sarah Margaret Carter
Mary Elizabeth Cartwright
Katrina Marie Carye
Anne Hodnett Casey
Catherine Jones Castner
Sandra Louise Cate
Claire Graham Chafee
Natalie Prichard Chapman
Helen Osborne Chase
Pei-loh Chia
Frances Chan Chung
Margaret Armstrong Clement
Dorothy Ann Clift
Charlene Fredricka Clinton
Carolyn Engel Comfort
Jane Leslie Conly
Mara Lawson Connolly
Barbara Christine Contos
Kathryn Jane Cowart
Susan Jean Riha Crafts
Ann Messinger Crampton
Linda Cregg
Catherine Dorothy Crone
Karen Suzanne Crow
Gail Warren Cruikshank
Sarah Ann Cruikshank
Elizabeth Hall Cumbler

Kathleen Mary Danchuk
Christine Anne Darling
Cynthia Lou Scott David
Gainor Buckingham Davis
Janet Marie Littrell de Lucero
Juanin Clay deZalduondo
Bianca Ann Dell'Isola
Venetia Grace Vlassopoulos Demson
Susan Rose Denburg
Carolyn Alice Dennis
Marcella Ann Denzer
Christine Delistraty Des Jarlais
Jane Turner Dickinson
Carla Brooke Dickstein
Angelica Preston Didier
Caroline Gertrude Dill
Patricia Jo Dingacci
Teresa Dixon
Maryann Frances Donahue
Ella Chuan-jen Doo
Priscilla Bliss Dorman
Linda Duboc
Katherine Margaret Duff
Dougla Helen Pyrke Dusseau

Elizabeth Manning Eagan
Jacqueline McDonnell Eagen
Micheline Margo Eden
Susan Anne Duff Edson
Alice Edwards
Mary Jean Sadlak Edwards
Laurie Efron
Elizabeth Morgan Ely
Patricia Suzanne English
Donna Jane Eteson
Gloria Etzbach
Judith Sarah Everitt

Dawn Ellen Failey
Decia Christine Fates
Ann Feeley
Linda Pasternack Feinberg

Margaret Jane Ferguson
 Harriet Gail Fier
 Laurel Elizabeth Fink
 Janet King Fisher
 Susan Dana Fisher
 Elnora Lynne Fitzmorris
 Carol Kinnear Fontein
 Sarah Foote
 Susan Blanchard Foote
 Joanne McKean Formanek
 Debra Lynn Franco
 Linda Mae Frazer
 Helene Marian Freeman
 Jeanne Helen Friedman
 Janet Ellen Fries
 Constance Marie Frydenlund
 Carol Gay Fubini
 Jan Laura Fullgraf
 Susan Tupman Fussell

Frances Mary Gallitano
 Beverly Ann Gans
 Elizabeth Gardner
 Katharine Keep Gardner
 Barbara Louise Gately
 Joan Elizabeth Glaeske
 Sylvia Goetzl
 Meri Denise Golden
 Margery Jane Goldman
 Suzanne Ethel Goldstein
 Eve Silberbach Goodman
 Karen Linda Goodman
 Gail Hill Gordon
 Lavinia Cargill Gordon
 Martha Webber Gordon
 Barbara Ellen Gray
 Lucinda Greenhalge
 Linda Lucille Griggs
 Patricia Baily Grundy
 Sandra Lee Guadano
 Mary Jane Gurdziel
 Vicki Lynn Gutin

Gabrielle Renée Hack
 Janess Elizabeth Haight
 Pamela Blancke Hall
 Jaye Laurel Hamilton
 Dorothy Leonard Hampden
 Christine Hannum
 Jean Phillips Harris
 Ann Harrison
 Maria Elizabeth Zofia Harrison
 Eileen Ann Harvey
 Tara Harvey
 Vera Gail Hawkins
 Robin Heller
 Geraldine Lela Henze
 Georgia Hull Herbert
 Constance Ruth Herrick
 Virginia Curtis Herron
 Katherine Anne Hesse
 Barbara Lois Heuman
 Carolyn Sue Heydt
 Lesley Diane High
 Margaret Dorothy Hirshfeld
 Camille Townsend Hobbie
 Elise Natalie Hoffman
 Mary Bolling Holloway
 Linda Lee Hom
 Judith Bayard Hooper
 Lynne Ellen Hoxie
 Jeanette Palen Hubert
 Barbara Elaine Hull

Karen Susan Infantino
 Mary Jantzen
 Meldon Deloris Jenkins
 Nancy Jean Johansen
 Karin Brinton Johnson
 Martha Lynn Johnson
 Suzy Erica Bianchi Jones
 Zoé Janette Jones

Pamela Jean Kekich
 Barbara Ann Kelle

DEGREES

Susan Nancy Powell King
 Nancy Louise Kiser
 Clare Boulard Kittredge
 Sherry Lynn Knox
 Dorothy Ellan Knuppel
 Sarah Jane Koffman
 Robin M. Konigsburg
 Lenore Wynne Kramer
 Margaret Ann Kuppinger

Jane Alice Laskey
 Margaret Charlotte Carl Laufer
 Chantal Marie-Yvette Laurent
 Joyce Margaret Denn Lavenda
 Ellen Wardwell Lee
 Melissa Richardson Leland
 Emily Ann Leone
 Sharon Deborah Leone
 Mary Elizabeth Leslie
 Kathryn Levan
 Enid Fran Levin
 Jane Ellen Bressman Levin
 Tobey Lynne Levine
 Elaine Louise Lewis
 Caryn Anne Libbey
 Joell Edith Liebert
 Margaret Gene Liechty
 Elizabeth Allen Lindh
 Martha Elizabeth Liverance
 Patricia Jean Lucey
 Laura Rachel Lynn
 Laurie Letitia Chandler Lynn

Christa Cornelia Macbeth
 Debora Anne Maier
 Kathleen Anne Malone
 Carol Ruth Mann
 Joan Elizabeth Martin
 Jo Ellen Mayer
 Judith Louise Mayer
 Jean Kendrick McBean
 Katherine Ann McCarthy

Susan Richardson McCaslin
 Mary Jessie McClintock
 Allison Marie Young McColl
 Nancy Gurd McCulloch
 Marion Louise McCutcheon
 Kathleen Ethel McDonald
 Janice Ellen McKimmie
 Martha Webster McKinley
 Carolyn Wells McLellan
 Judith Hyde Meissner
 Patricia Merritt
 Pamela Leigh Michell
 Dorcas Susan Miller
 Randy Louise Miller
 Elaine Wallbank Milliken
 Margaret Swan Mills
 Phyllis June Mims
 Laura Elizabeth Mitchell
 Marjorie Ann Mollison
 Patricia Anne Monroe
 Faith Foss Monti
 Linda Ruth Mooney
 Elizabeth Lothrop Moore
 Jeanne Agnes Moore
 Valerie Gail Morganson
 Melanie Elizabeth Morin
 Dena Ann Morris
 Christine Anne Moser
 Patricia Ellen Moss
 Jerilyn Mullaney
 Elizabeth Bishop Mumford
 Martha Louise Murphy
 Carol Jane Nackenoff
 Anne Maria Salvatore Natale
 Sally Anne Nattans
 Karen Marie Neal
 Margo Ann Neesman
 Victoria Anne Neils
 Anne Hayden Nickel
 Marie Louise Nicoll
 Gunilla Els-Charlotte Emelie Nilsson

Anne Frances Noonan
 Jerrie Dean Norris
 Sharon LaVerne Norris

Cecelia Eva O'Donnell
 Mary Anna O'Keefe
 Susan Sheffield West Oppenheim
 Patricia Jean Orsini
 Kathryn Elizabeth Osann

Paula Jo Page
 Lois Anne Papale
 Gail Marie Parks
 Elizabeth Haisley Paull
 Florence Chapman Pearson
 Jane Devor Penberthy
 Sarah Margaret Peskin
 Georgia Cartwright Pettus
 Margaret Devers Pfeiffer Phillips
 Abby Jean Pirnie
 Elizabeth Susan Polewacz
 Christine Marie Pollutro
 Cynthia Mary Pols
 Laura Ann Kuenhold Post
 Sarah Gordon Potter
 Suzanne Reese Potter

Lynn Keith Raisor
 Mary Archer Randolph
 Nancy Elizabeth Reed
 Deborah Ellen Reichert
 Elizabeth Waring Reinhard
 Frances Kristofik Renfroe
 Marlyn Gail Harman-Ashley Reynolds
 Katherine Gray Rinearson
 Lynn Ilene Miller Rinehart
 Rhonda Elizabeth Rivers
 Susan Ellen Roach
 Melinda Jane Roberts
 Alice Clare Robinson
 Ann-Marie Charlton Rogers
 Karen Elizabeth Rohn

Lauren Meade Root
 Suzanne Ross
 Karen Anne Rubin
 Kathleen Edith Ruehr
 Theresa Anne Rupp
 Marianne Ruscito
 Hee-Kyung Ryu

Susan Linda Sachs
 Emily Anne Samuels
 Margaret Helen Sanfilippo
 Jo Ann Santomassino
 Claire Ellen Sawyer
 Ann Marie Scharffenberger
 Anita Gertrude Scheck
 Helen Angela Schellhammer
 Barbara Dee Schneider
 Mathtild Catherine Schneider
 Susan Elizabeth Schopp
 Martha Kathryn Schultz
 Jane Lee Schwarzschild
 Bonnie Phyllis Serkin
 Stephanie Kerr Sewall
 Elizabeth Halsey Seymour
 Joan Ellen Shapiro
 Bari Anne Shearer
 Janet Linda Shenk
 Deborah Lynn Sheward
 Holly Siegele
 Loraine Carolyn Sievers
 Sally Ann Silverstein
 Mary Anne Simmonds
 Sally Slickerman
 Donna Smerlas
 Catherine Hunter Smith
 Elizabeth Anne Smith
 Janet Charlotte Smith
 Martha Ann Smith
 Linda Mary Snyder
 Elizabeth Baird Soyster
 Cathy Jane Spear
 Diane Spillios

DEGREES

Diane Louise Spivey
Judith Stanley Stacy
Lynn Stahlberg
Katharine Candida Stall
Elisabeth Harris Stamm
Anne Stanford
Karen Evelyn Stawiecki
Martha Kendall Stearns
Kathryn Steele
Cynthia Louise Stewart
Katherine Jean Stewart
Frances Owens Stiff
Jean Katherine Strong
Judith Craig Sutton
Betsey Boardman Swan
Denise Mary Sweeney
Barbara Ann Swyer
Teresa Maria Sypko
Joanne Mary Szamreta
Mary Ellen Szymkowiak

Mildred Rosalyn Zeldes Tessler
Judith Louise Thieme
Virginia Jeanne Thomas
Jennifer Lynn Thompson
Otis Ann Thompson
Jane Blair Tonner
Jane DeWitt Torrey
Jane Campbell Tower
Judith Sara Towers
Shavaun Towers
Patricia Hall Townsend
Mary Davenport Guerry Tucker

Margaret Rose Tyler
Nancy Perry Vaughan
Evelyn Carol Velleman
Angela Marie Veneto
Lynn Claire Pamela Vialotti
Marit Elizabeth Vogel

Catherine Barbara Waelder
Cynthia Louise Walker
Jeanne Helen Walpole
Laura Gordon Ware
Margaret Oliver Webb
Elizabeth Marshall Webster
Marcia Anne Weinfeld
Jennifer Welti
Sydney Sheldon Welton
Elizabeth Cecilia Whitbeck
Judith Ann White
Mary Catherine Whitney
Susan Anna Whitney
Clarinda Higgins Wilkins
Elizabeth Anne Wright Williams
Emily Wolcott Williams
Cheryl Melanie Winter
Ellen Betsy Wise
Marjorie Annikki Wolontis
Katherine Thomas Wood

Margaret Freeman Yeiser
Barbara Nan Yonco

Ronnie Linda Zakon
Karen Larson Zens

BACHELOR OF ARTS WITH HONORS

Cum laude

Virginia Carson Ashcraft, *Economics*
Susan Kate Bass, *History*
Marian Ruth Budzyna, *Classics*
Alicia Jean Campi, *History*

Linda Lowe Carlson, *History*
 Theodora Christopher
 Helen Jones Duff Dowds, *Sociology*
 Holly Lee Falik, *English*
 Susanne Kay Fickert, *Smith Scholar*
 Susan Jean Fiester, *Psychology*
 Ana Elvira Margarita de León Izeppi Flynn
 Sylvia Miriam Friedmann
 Laurel Wynne Glassman, *American Studies*
 Nancy Louise Grant, *History*
 Randi Reyburn Gronningsater, *American Studies*
 Carolyn Sawyer Haines, *Comparative Literature*
 Margaret Dawson Hegg, *English*
 Wendy Susan Kaminer, *English*
 Sheung-Yuen June Kan, *Biochemistry*
 Dirane Kelekyan, *English*
 Sheryl Elaine King, *Psychology*
 Johanna Kreiner, *Art*
 Elizabeth Dillard Land, *American Studies*
 Mary Stuart Land, *American Studies*
 Olive Elizabeth Liechty, *Government*
 Resha Mae Putzrath
 Caroline Vreeland Rider, *Biochemistry*
 Deborah Jacqueline Ebel Roy
 Linda Christine Schmidt, *Government*
 Melody Eileen Senft
 Carole Beth Shauffer, *Religion*
 Melanie Suzanne Stewart, *Philosophy*
 Laura Marjorie Stone, *Classics*
 Susanna Kwok Yee Szeto, *Mathematics*
 Linda Joan Watson, *Economics*
 Francine Ruth Weiss
 Sandra Mary Wersetsky
 Joan Williams Woll, *Government*
 Jennifer Ann Young, *Mathematics*
 Serl Esther Zimmerman

Magna cum laude

Isabelle Owen Arndt, *Biochemistry*
 Ann Marie Callaway
 Mary Brooke Carmichael

DEGREES

Linda Roseanne Castiglia
Anne Stowell Davidson, *Government*
Annabelle Davis, *Government*
Carolyn Ruth Filbert, *Geology*
Nancy Ann Finlay
Holly Beth Fitzsimmons, *History*
Susan Jill Goldin, *Psychology*
Jane Margaret Grant
Susan Ann Handelman
Carol Jean Harmon, *Geology*
Linda Cyrilla Sroka Heckman, *Mathematics*
Marian Elizabeth Jones, *Psychology*
Kathleen Ann Kelly, *Government*
Marie Kwan, *Psychology*
Deborah Eisner Lans, *American Studies*
Mary Thérèse Leggio, *English*
Joan Ann Lukey, *Government*
Susan Jonal McCone, *Government*
Eva Louise Morgenstern
Myra Musicant, *Religion*
Magdalyn Bridget Musico, *Psychology*
Alana Northrop, *Government*
Nancy Priester, *English*
Carolyn Faye Sachs
Mary Ellen Scheuer
Deborah Hye Shuman
Lauren Silberman, *English*
Stephanie Lee Smith, *American Studies*
Robin Lynn Wright
Ana-Maria Van Wie Zaugg

Summa cum laude

Joan Carol Dayan, *Smith Scholar*
Stephanie Andrea Ross, *Philosophy*
Lynda Suzanne Sharp

DIPLOMA IN AMERICAN STUDIES

Kayoko Arakawa, Keio University (Japan)
Emelia Sylvia Breña Valle, B.A., Universidad Nacional Autónoma de México
Marijke Maartje Elzenga, B.A., University of Leiden (Netherlands)
Angelika Hribar, B.A., University of Ljubljana (Yugoslavia)

Ana Maria Sierra, Universidad Nacional Autónoma de México
 Brigitte von Rönn, University of Hamburg
 Keiko Yamaguchi, Toyo Eiwa Junior College (Japan)

MASTER OF SCIENCE IN PHYSICAL EDUCATION

Sheryl Behne, B.S., University of Texas
 Anita Marie Blank, B.S., Tufts University
 Susan Pamela Corbeletta, B.S., University of Bridgeport
 Kathryn Flynn, B.S., Skidmore College
 Nancy Franklin, B.Ed., Plymouth State College
 Linda Lee Fritsche, B.S., University of Bridgeport
 Linda K. Hall, B.S., University of New Hampshire
 Martha Jean Hunter, B.A., Kansas Wesleyan University
 Karen Sue Keysor, B.S., Colorado State University
 Patricia Ann Kurauski, B.A., Mundelein College
 Susan J. McDougal, B.S. in Ed., Central Michigan University
 June Townsend Scopinich, B.S., State University of New York at New Paltz
 Agnes CoraRuth Stillman, B.S., University of Massachusetts
 Sarah Annette Thompson, B.S., University of North Carolina at Greensboro

MASTER OF EDUCATION OF THE DEAF

Mary Veta Barnes, B.S., Hardin-Simmons University
 Mary Sheila Winifred Bilbow, B.S., College Misericordia
 Marianne Bonner, B.A., Marywood College
 Virginia Marie Branson, A.B., Marietta College, M.A., Ph.D. Ohio University
 Mary Anita Campbell, B.A., University of Prince Edward Island
 Nancy Ann Carroll, B.A., Saint Joseph College (Connecticut)
 Kathleen Ann Conlin, B.S., Creighton University
 David Thomas Darter, B.A., Texas Wesleyan College
 Jane Ellen Driscoll, B.A., Boston College
 Stacey Jill Fisher, B.A., Nazareth College
 Lynn Janice Horowitz, B.A., City College of New York
 Ronald I. Loen, B.S., Minot State College
 Sara Frances Marshall, B.S., University of Georgia
 Barbara Ann Orchard, B.A., University of California at Berkeley
 Pamela Anne Paskowitz, B.A., Mount Saint Agnes College
 Beverly Jean Read, B.Sc., Dalhousie University
 Dorothy Rose Shelton, B.A., University of Toronto
 Judith Anne Stoddard, B.A., Regis College (Massachusetts)
 Christel Adelheid Thee, B.A., Temple University
 Phyllis Anne Thibodeau, B.Sc., Mount Saint Vincent University

DEGREES

MASTER OF EDUCATION

Elizabeth S. Deknatel, B.S., New Mexico State University
Deborah Dumaine, A.B., Smith College
Janet Kennen Evans, A.B., Smith College
Joanna Elizabeth Hamilton, B.A., Elmhurst College
Mary Edith LaRochelle, B.S.Ed., Wheelock College
Judith Shields Louis, A.B., Smith College
Margaret Hickey McCarthy, A.B., Smith College
Flora Clifford Majumder, Mus.B., Boston University
Elizabeth Helen Marchant, B.S.Ed., Wheelock College
Kathleen O'Brien, B.A., Pomona College
Hilarione Sydney Williston, A.B., Smith College

MASTER OF ARTS IN TEACHING

Selma Bozok, B.A., American College for Girls (Istanbul) *English*
Hugh Raiford Copeland, B.A., Campbell College *Theatre and Speech*
Valerie Edmundson, B.A., Bennett College (North Carolina) *History*
Christiane Fries, B.A., Oral Roberts University *French*
Dorothy G. Haller, A.B., Barnard College *Theatre and Speech*
Rosetta Jenkins, B.A., Paine College *English*
Matthew King, A.B., Colgate University *History*
Gordon L. Lion, B.A., San Jose State College *Physics*
Susan Localio, A.B., Smith College *English*
Joanne Benner MacMullen, A.B., Goucher College *French*
Nancy Ellen Van Note, B.A., Fordham University *English*
Marian Gray Warren, A.B., Smith College *Art*

MASTER OF FINE ARTS

(THEATRE AND SPEECH)

Thomas Wilbon Babson, B.A., University of Massachusetts
Peter Bonia Boyden, A.B., St. Anselm's College
Thomas Moale Elder, B.S., Washington College
Richard Dennis Howard, B.A., University of Iowa
Leslie John Moyse, B.A., Baldwin-Wallace College
John Jeffrey Tucker, B.A., Whitworth College
Vincent Jerome Winter, B.A., San Francisco State College

MASTER OF MUSIC

Margaret Latham Toohey, A.B., Smith College

DEGREES

MASTER OF ARTS

- Ruth Augusta Bryan, A.B., Smith College *French*
 Pearl Teresa Kwun Yee Chan, B.A., University of Hong Kong *History*
 Susan Jeannette Ehrlich, A.B., Smith College *Chemistry*
 Bruce Charles Galbreath, B.S., University of Massachusetts *Philosophy*
 Cristina Guillermina Garcia Fernández, B.A., Instituto Nacional Superior del Pro-
 fesorado (Argentina) *History*
 Öziyen Eser Kalav, B.A., American College for Girls (Istanbul) *Chemistry*
 Thomas Charles McGrath, B.S.Ed., Westfield State College *The Biological Sciences*
 Lia Metsma, A.B., Upsala College *Hispanic Studies*
 Carol Virginia Paul, B.A., Muskingum College *The Biological Sciences*
 Ellen S. Saltman, A.B., Mount Holyoke College *Religion*

DOCTOR OF PHILOSOPHY

- Gabriela Mora, Licenciada, Universidad de Chile *Hispanic Studies*

HONORARY DEGREES

- | | | |
|---|--|--------------------------|
| Charlotte Kohler | <i>Editor and Critic</i> | Doctor of Letters |
| Elizabeth Thompson Bunce, Class of 1937 | <i>Oceanographer</i> | Doctor of Science |
| Caroline Robbins | <i>Scholar and Teacher of History</i> | Doctor of Laws |
| Martha Lucas Pate | <i>Public Servant and Academic Administrator</i> | Doctor of Humane Letters |

DEGREES

SCHOOL FOR SOCIAL WORK DEGREES

CONFERRED SEPTEMBER 1970

MASTER OF SOCIAL WORK

- Lea Farwell Hall Anderson, A.B., Antioch College, 1967.
Floyd Henry Ashlaw, A.B., Assumption College, 1967.
Inez Noelin Atwell, A.B., Howard University, 1967.
Carol Ann Auletta, A.B., St. John's University, 1965.
Deborah Sue Badler, A.B., State University of New York at Buffalo, 1968.
Barry Howard Berlin, A.B., Boston University, 1964.
Jill Jean Bieber, B.S., Ball State University, 1968.
Robert Louis Bloomberg, B.F.A., The School of the Art Institute of Chicago, 1962.
Maureen McMorrow Boland, B.A., Immaculate Heart College, 1967.
Elizabeth Hearn Brautigam, A.B., Adelphi University, 1965.
Cecil Earl Bray, A.B., San Francisco State College, 1964.
Gertrude Rose Goldman Brody, A.B., Adelphi University, 1967.
Deanna Mary Brooks, A.B. IN EDUC., University of Akron, 1965.
Yen Thi Hoang Bui, B.A., McGill University, 1968.
Susan Kay Colvin, A.B., University of California, Berkeley, 1968.
Jo-Ann Conroy, A.B., State College at Boston, 1968.
Margaret Rose Corbett, B.A., Trinity College (Vermont), 1966.
Rudolph Nicholas Cox, B.A., Queen's University (Canada), 1967.
Judith Jane Cressy, A.B., Connecticut College, 1967.
Martha Jane Curtis, B.S., Central Connecticut State College, 1964.
Ruth Louise Lythcott Darden, A.B., Simmons College, 1968.
Ana Marie Dulay, A.B., University of San Francisco, 1968.
Susan Elizabeth Dzurisin, B.A., Seton Hill College, 1968.
Marsha Cheryl Shulman Farmelant, B.A., McGill University, 1968.
Elaine Paula Finkelstein, B.S. IN TECH., University of Akron, 1964.
Revan Huntington Fisher, A.B., Smith College, 1968.
Donnadee O'Neill Gale, A.B., State College at Salem, 1968.
Susan Ann Gaugler, B.A., Northwestern University, 1968.
Emanuele Genovese, A.B., St. John Fisher College, 1965; A.M., Saint Louis University, 1968.
Thomas Laurence Givler, A.B., San Francisco State College, 1967.
Stephanie Joyce Gubin, A.B., Queens College of the City University of New York, 1968.
Kristin Gustavsdottir, Social Work Diploma, Stockholm School of Social Work and Public Administration, 1960.

- Evelyn Te-Hing Tung Ho, B.A., National Southwest Associated University, Kunming, China, 1943; A.M., University of Michigan, 1947.
- Stephen Jackson, CERTIFICATE IN SOCIAL STUDY, CERTIFICATE IN PSYCHIATRIC SOCIAL WORK, University of Edinburgh, 1958, 1960.
- Thomas Belton Johnson, B.S., Allen University, 1960.
- Bonnie Kauffman, A.B., University of Pennsylvania, 1967.
- Sandra Miriam Klein, A.B., City College of New York, 1965.
- Verena Renata Krahenbuhl, DIPLOM, AUSWEIS, School for Social Work, Zurich, 1961, 1965.
- Henry Joseph Lewandowski, B.A., American International College, 1966.
- Pauline Pui-Lin Luk, B.A., University of Oregon, 1967.
- Betty Marie McGovern, A.B., San Diego State College, 1949; A.M., San Francisco State College, 1961.
- Judith Eloise McKnight, A.B., Duke University, 1967.
- Kathy Marie McVicker, B.A., Harding College, 1965.
- Alice Jean Harlin Marcus, A.B., Indiana University of Pennsylvania, 1966.
- Hazle Nadine Nichols Matthaai, B.S., West Texas State College, 1961.
- Lelia Ruth Myers, B.S., Memphis State University, 1965.
- Patricia O'Connell, B.A., University of Massachusetts, 1961.
- James Joseph O'Malley, Jr., A.B., State College at Westfield, 1968.
- John Robert Osborne, A.B., City College of New York, 1965.
- Wanda Penelope Partridge, A.B., Stanford University, 1966.
- Janice Mary Perley, B.A., University of Maine, 1967.
- Mary Lou Petty, A.B., Augustana College, 1968.
- Robert Marion Rhymes, A.B., Albany State College, 1968.
- Judith Ann Ross, A.B., University of California, Berkeley, 1968.
- Erica Lynn Ruehr, B.A., Scripps College, 1967.
- Susanna Karen Dresser Scheaffer, B.S., Louisiana State University and A. & M. College, 1968.
- Barbara Leah Shapiro, B.M., Washington University, 1964.
- Georgina Ann Skilton, DIPLOMA IN SOCIAL STUDIES, University of Hull, 1963; CERTIFICATE, Institute of Medical Social Workers, London, 1964.
- Judith Elaine Smith, A.B., San Francisco State College, 1968.
- Nancy Knox Smith, A.B., Western Reserve University, 1967.
- Rebecca Jeffers Smith, A.B., Morgan State College, 1951.
- Rebecca Peel Storey, A.B., Randolph-Macon Woman's College, 1962.
- Rhonda Marie Swenson, B.A., Wartburg College, 1968.
- Krishan Kumar Syal, B.A., LL.B., Panjab University, 1951, 1956.
- David Jay Tepperman, B.B.A., State University of Iowa, 1960.
- Linda Jean Walker, A.B., University of Denver, 1962.
- Froma Carolyn Weisberg Walsh, A.B., University of California, Berkeley, 1964.

DEGREES

Renee Pearl Warshofsky, B.A., State University of New York at Stony Brook, 1964.
Nicholes Weingarten, A.B., City College of New York, 1964.
Michele Ann Yashko, A.B., Smith College, 1968.
Shirley Ann Zuckerman, A.B., University of California, Berkeley, 1966.

DOCTOR OF SOCIAL WORK

Sandor Elias Blum, ADJUNCT IN ARTS, Harvard University, 1960; M.S. IN S.S., Boston University, 1964.
Mary Patricia Carroll, B.S., M.S.W., Loyola University, 1961, 1965.
Sarah Rachel Dedmon, B.A., Wake Forest College, 1959; M.S.S.W., University of Tennessee, 1962.
George Mace Summers, Jr., B.A., University of Maryland, 1958; M.S.W., Catholic University of America, 1965.
Clarence William Walker, B.A., M.S.W., University of Minnesota, 1958, 1964.

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DOROTHY A. NAGLE

Acting Dean and Professor of Economics

Professor of Social Work

*Professor of Social Work, Director of
Research, and Editor, "Smith College
Studies in Social Work"*

Professor of Social Work

and Director of Field Work

Associate Professor of Social Work

Associate Professor of Social Work

Associate Professor of Social Work

Associate Professor of Social Work

Assistant Professor of Social Work

Assistant Professor of Social Work

Executive Secretary and Registrar

Assistant to the Dean

Administrative Assistant

Administrative Assistant

Administrative Assistant

Administrative Assistant

ORGANIZATION OF THE SCHOOL

The Smith College School for Social Work was organized in 1918 as a graduate school in which to prepare psychiatric social workers for the war emergency. During 1918 and 1919 an intensive course of theory and a period of supervised practice were given to those who were graduated. They at once found their places in hospitals and social agencies. It was soon recognized that an approach to problems of social maladjustment through an understanding of the personalities involved was valid for every form of social casework. The Smith School therefore continued after the war emergency as a graduate professional school of social work and became a charter member of the Council on Social Work Education.

The first decade of the growth of the School corresponded to the period when the mental hygiene movement was enlarging its scope to include greater focus on mental illness and mental defect, prevention of delinquency, and the development of child guidance clinics. Psychiatric social workers were then eagerly sought for hospitals, community clinics, and for preventive mental hygiene work in courts, schools, and the public services. There is an even greater demand for today's graduates, who have a rich range of professional opportunities, under both governmental and voluntary auspices, in many fields of practice, including child guidance clinics

SMITH COLLEGE SCHOOL FOR SOCIAL WORK

and child welfare services, delinquency and correctional programs, family counseling services, hospital and rehabilitation centers, psychiatric clinics, public assistance programs, and school social work departments.

MASTER OF SOCIAL WORK

Educational Plan

The educational plan of the Smith College School for Social Work is based on the premise that there is a basic core of knowledge and skill in social work which transcends the specializations. The educational program is so planned as to offer sound orientation in the broad aspects of social work and the development of professional competence in the practice of social casework. Graduates are prepared to hold casework positions in a wide variety of private and public agencies and to advance to supervisory and administrative responsibilities.

Block Plan

The course of study is organized on the block plan, which is a systematic program consciously designed to integrate theory and practice through a carefully devised sequence of two or three summer sessions of continuous academic work and one or two intervening winter sessions of continuous field work.

Plan A covers three summer sessions in academic study on the Smith campus and two winter field work sessions in agencies selected by and responsible to the School for the provision of a sound educational experience.

Plan B covers two summer sessions of academic study at the School and an intervening winter session in field work. It is designed for students who have had adequate graduate preparation or satisfactory supervised employment in an approved casework agency.

The plan provides continuity within academic work to assure attainment of a uniform grasp of theory. The various courses taken at one time are arranged in natural clusters and sequences, forming parts of an integrated whole so that fundamental concepts flow from one course to another. The resultant freedom from other distractions and the opportunity to give full attention to the assimilation of theoretical content promote acceleration of learning.

Classroom Instruction

Courses taken during the summer academic session are divided into three curriculum sequences: (1) Human Behavior and the Social Environment, (2) Social Welfare Policy and Services, and (3) Methods of Social Work Practice. Courses in the first two areas include relevant knowledge from the allied disciplines of medicine, psychiatry, psychology, law, and the social sciences. The courses in the methods of

practice integrate this knowledge with social work theory and develop the principles and skills essential for modern social work practice. While students concentrate in social casework, they take a rich variety of other courses in a comprehensive curriculum that includes offerings in such subjects as social welfare, group treatment, administration, and community organization. Basic concepts and techniques in social work research are reviewed in a course that serves as an introduction for individual work on the master's thesis.

In order to carry out the School's educational policy, the curriculum consists of relatively few units of instruction covering basic areas rather than a large number of isolated subjects. For example, the basic course in social welfare aims to develop a sound comprehension of the scope and objectives of the field and to give a working knowledge of the varied programs on the federal, state, and local levels as they operate to meet a broad spectrum of individual and community needs. In the same way, the casework courses demonstrate the application and relevance of casework principles in many fields of social work practice, including child guidance and child welfare, delinquency and correctional programs, family counseling services, hospital and rehabilitation centers, psychiatric clinics, anti-poverty programs, and school social work departments.

Integration of the total curriculum is achieved by arranging a meaningful sequence of course units within each academic session and through successive sessions. The curriculum consists of a combination of lecture and seminar courses. All courses in social casework are taught on a seminar basis. However, even in the lecture courses, there is opportunity for class participation. Emphasis is placed on the student's taking initiative for his own learning in order to enhance his capacity for the type of independent, critical, and creative thinking that characterizes the truly professional person. Living together on the Smith College campus during the summer academic sessions encourages assimilation and exchange of experiences gained during the winter field practice periods, productive group thinking, and lively discussion of current professional and social issues.

Field Instruction

Field work is an integral part of the curriculum, and academic credit is given. Students are assigned to agencies in small groups for a long and continuous practice period. This enables the student to become a participating member of the agency and community, and furthers the development of a professional attitude and point of view. Responsible participation under supervision during the field work gives opportunity to develop competence and self-reliance in casework practice.

The student is expected to take responsibility for a substantial amount of independent reading in casework, psychiatry, social science, and social welfare.

While concentrating in social casework, each student enrolls in a School-sponsored

SMITH COLLEGE SCHOOL FOR SOCIAL WORK

Social Services Seminar, designed to relate casework to the broader applications of social policy and social welfare. Moreover, students may elect to undertake a modest assignment involving actual participation in a community project. Field instruction centers also provide orientation to social agency administration.

During the field work period, research projects are selected and developed under the guidance of members of the School faculty.

Continuous supervision from the School is maintained throughout the field work period by regular visits of faculty.

Students are placed for a continuous field work period of eight and one-half months in fifty-nine carefully selected agencies in twenty cities. The block plan of training frees the School in the choice of agencies without geographic limitation. Agencies selected include family services, child guidance and mental health clinics, hospitals, and child placing agencies, under private and public auspices. Agencies affiliated with the School accept responsibility for carrying on an educational program, and in conjunction with the School select qualified supervisors who act as auxiliary faculty in field instruction.

Degrees

The Trustees of Smith College, on the recommendation of the faculty, grant the degree of Master of Social Work (M.S.W.) on the following conditions: (a) completion of the residence period, namely, five sessions of full-time study for Plan A students, and three sessions for Plan B students; (b) satisfactory completion of the courses required, unless exempted by examination, when advanced work may be substituted; (c) satisfactory completion of a research project. Information concerning the Doctor of Social Work (D.S.W.) is given on page 260.

Admission

The Smith College School for Social Work is open to men and women graduates of approved colleges who have completed at least twenty semester hours in the social and biological sciences. The School *Bulletin* giving full details for the coming year will be sent upon request. Inquiries and requests for applications for admission should be addressed to the Committee on Admission, Smith College School for Social Work, Northampton.

Expenses

The fee for each summer session is \$600 which covers tuition, room, and board. For each winter session the fee is \$400.

During the periods of field work the students are personally responsible for their own maintenance and may not accept salaried positions.

SMITH COLLEGE SCHOOL FOR SOCIAL WORK

Scholarships

A number of stipends and scholarships are available for students accepted by the School. For example, several field work agencies grant scholarships to apply toward maintenance. A number of stipends of \$1,800 to \$3,200 are granted, upon recommendation of the School, by the United States Department of Health, Education, and Welfare and other governmental agencies. No qualified candidate should be discouraged from making application because of financial limitations.

Calendar 1972-1974

Session I	June to September 1972
Session II	September 1972 to June 1973
Session III	June to September 1973
Session IV	September 1973 to June 1974
Session V	June to September 1974

Seminars

The School offers a series of two-week seminars in June, open to experienced social workers and limited to twenty-five members. The seminars are conducted on the discussion method under the leadership of outstanding practitioners.

PROGRAM OF ADVANCED STUDY

The Program of Advanced Study is open to graduates of approved schools of social work who, following graduation, have demonstrated substantial growth in clinical competence and technical knowledge of practice. A minimum of three years of casework experience is recommended as a foundation for advanced clinical study, but consideration can be given to applicants with less experience who have demonstrated exceptional clinical talent. The Program consists of a third postgraduate year of clinical study and practice leading to a diploma, and a clinical doctorate leading to the degree of Doctor of Social Work (D.S.W.). Each program constitutes an educational entity directed toward distinguishable goals, and it is not possible to transfer from the Third-Year Diploma Program to the doctoral sequence. Scholarship aid is available for qualified students.

Third-Year Diploma

This sequence offers formal course instruction, supervised clinical experience, and independent study. Seminars in casework and psychiatry are designed to improve the student's mastery of casework principles through a deepened understanding of the

SMITH COLLEGE SCHOOL FOR SOCIAL WORK

dynamics of personality and social environment and methods of treatment. Seminars in teaching method and administrative process examine the educational and psychological principles involved. Agencies, clinics, and hospitals that are outstanding as teaching centers are used for field work.

Doctor of Social Work

The doctoral sequence, which includes three summers and two winters, is oriented to the advanced preparation of casework practitioner-investigators. The program of study offers formal course instruction, supervised clinical practice, clinical research training, and opportunity to pursue a formal independent investigation. Designed to enhance career efforts to discover and articulate knowledge about practice theory and methods, this sequence includes additional special seminars in social science and research.

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London, Mrs. Harold Ford, 9 Malvern Court, Onslow Sq. S.W. 7

France

Paris, Mrs. Marcel de Gallaix, 14 rue George Sand XVI

The Netherlands

The Hague, Mrs. A. van der Goot, Zijdelaan 28

SUMMARY OF ENROLLMENT, 1970-71

	In Residence	Not in Residence	Total
FRESHMAN CLASS (1974)	644		644
SOPHOMORE CLASS (1973)	752	12	764
JUNIOR CLASS (1972)	450	176	626
SENIOR CLASS (1971)	475	32	507
TOTALS	2321	220	2541
GRADUATE STUDENTS			157
Degree Candidates	132		
Part-time	25		
FIVE COLLEGE STUDENTS taking courses at Smith College			248
SPECIAL STUDENTS			4
GRAND TOTAL			2950

Junior Year Abroad (Smith/*guest*):

Italy 3/6; Geneva 25/11; Germany 11/6;
Paris 18/5; Spain 10/2; Elsewhere 20.

Guest Students on campus included in count:

1973, 16; 1972, 31; 1972, 7; Total, 54.

GEOGRAPHICAL DISTRIBUTION OF STUDENTS

	Class of 1971	Class of 1972	Class of 1973	Class of 1974	Graduate Students
Alabama	1	2	7	1	0
Alaska	0	0	1	0	0
Arizona	1	0	0	5	0
Arkansas	1	1	0	1	0
California	22	17	22	21	2
Colorado	3	0	5	4	1
Connecticut	55	63	69	59	3
Delaware	1	6	5	4	0
Dist. of Columbia	7	12	9	8	1
Florida	12	7	11	12	0
Georgia	5	1	7	9	3
Hawaii	0	1	2	2	0
Idaho	2	0	0	0	0
Illinois	15	23	32	24	1
Indiana	6	3	8	6	0
Iowa	2	2	5	1	0
Kansas	1	3	4	1	0
Kentucky	1	6	3	3	0
Louisiana	3	1	5	5	0
Maine	7	5	9	10	1
Maryland	9	18	34	13	1
Massachusetts	87	113	96	106	69
Michigan	4	6	10	7	1
Minnesota	7	7	4	6	0
Missouri	5	8	10	13	0
Nebraska	1	4	2	1	0
Nevada	1	0	0	0	0
New Hampshire	6	11	10	7	1
New Jersey	52	56	54	51	5
New Mexico	2	0	1	0	0
New York	72	88	151	118	7
North Carolina	2	2	5	6	0
North Dakota	0	0	0	0	2
Ohio	20	26	26	28	2
Oklahoma	1	3	7	2	1
Oregon	1	0	2	2	0
Pennsylvania	32	39	54	36	7
Rhode Island	7	3	9	6	0
South Carolina	1	1	1	4	0

GEOGRAPHICAL DISTRIBUTION OF STUDENTS

	Class of 1971	Class of 1972	Class of 1973	Class of 1974	Graduate Students
South Dakota	0	0	1	0	0
Tennessee	1	4	5	4	0
Texas	6	5	13	14	5
Utah	1	0	1	0	0
Vermont	3	8	3	3	0
Virginia	18	12	23	16	4
Washington	4	4	9	5	0
West Virginia	1	1	2	2	0
Wisconsin	4	7	8	5	1
Wyoming	0	0	0	1	0
	—	—	—	—	—
Total Domestic	497	579	745	632	118

NOTE: Guest students in the Junior Year Abroad are not included in the above statistics.

GEOGRAPHICAL DISTRIBUTION OF STUDENTS

	Class of 1971	Class of 1972	Class of 1973	Class of 1974	Graduate Students
Argentina	0	0	0	0	1
Bahamas	0	0	2	0	0
Brazil	0	2	2	0	0
Canada	1	5	2	8	4
Canal Zone	0	0	1	0	0
Colombia	0	1	0	0	0
Egypt U.A.R.	0	1	0	0	0
England	1	1	3	3	0
Greece	0	1	0	0	0
Guatemala	1	0	0	0	0
Holland	0	0	0	0	1
Hong Kong	2	1	0	1	1
India	0	2	1	1	0
Italy	0	1	0	0	0
Japan	0	1	0	1	1
Kenya, East Africa	0	1	1	0	0
Lebanon	0	0	1	0	0
Malaysia	0	1	1	0	0
Mexico	1	0	1	0	3
New Zealand	0	0	1	0	0
Philippines	0	0	1	0	0
Puerto Rico	1	1	0	0	0
Saudi Arabia	0	0	1	0	0
Scotland	1	0	0	0	0
Singapore	0	0	0	1	0
Sweden	0	0	1	0	0
Switzerland	0	0	2	0	0
Turkey	1	0	0	0	1
Uruguay	0	1	0	0	0
West Germany	1	2	1	0	1
West Indies	0	0	1	0	0
Yugoslavia	0	1	1	0	1
	—	—	—	—	—
Total Foreign	10	23	24	15	14

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Smith College is accredited by the New England Association of Colleges and Secondary Schools. The Association accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators. Colleges support the efforts of public school and community officials to have their secondary schools meet the standards of membership.

FORMS OF BEQUESTS

The particular form of a bequest clause will be determined by the type of bequest (specific, residual, contingent, etc.) and its purpose (endowment, restricted, unrestricted, etc.). Although it is possible to designate a specific purpose for a bequest, the functions and needs of the College do change in time. It is recommended, therefore, that a specific purpose be stated as a preference with the final determination to be left to the discretion of the Trustees of the College. The following forms may be adapted for most bequests; special conditions should be discussed with your attorney and the Treasurer of the College.

UNRESTRICTED BEQUEST

I give, devise, and bequeath to The Trustees of the Smith College, a charitable corporation established by law at Northampton in the Commonwealth of Massachusetts, the sum of dollars, to be applied to the general uses and purposes of the said institution.

ENDOWMENT GIFT, INCOME RESTRICTED

I give and bequeath to The Trustees of the Smith College, a charitable corporation established by law at Northampton in the Commonwealth of Massachusetts, the sum of dollars, (to be known as the Fund); the Principal to be added to the endowment funds of the College, and the income and a prudent portion of the Gains to be used for (for example, scholarship aid; faculty salaries; or instruction in a specified field.)

RESIDUARY CLAUSE

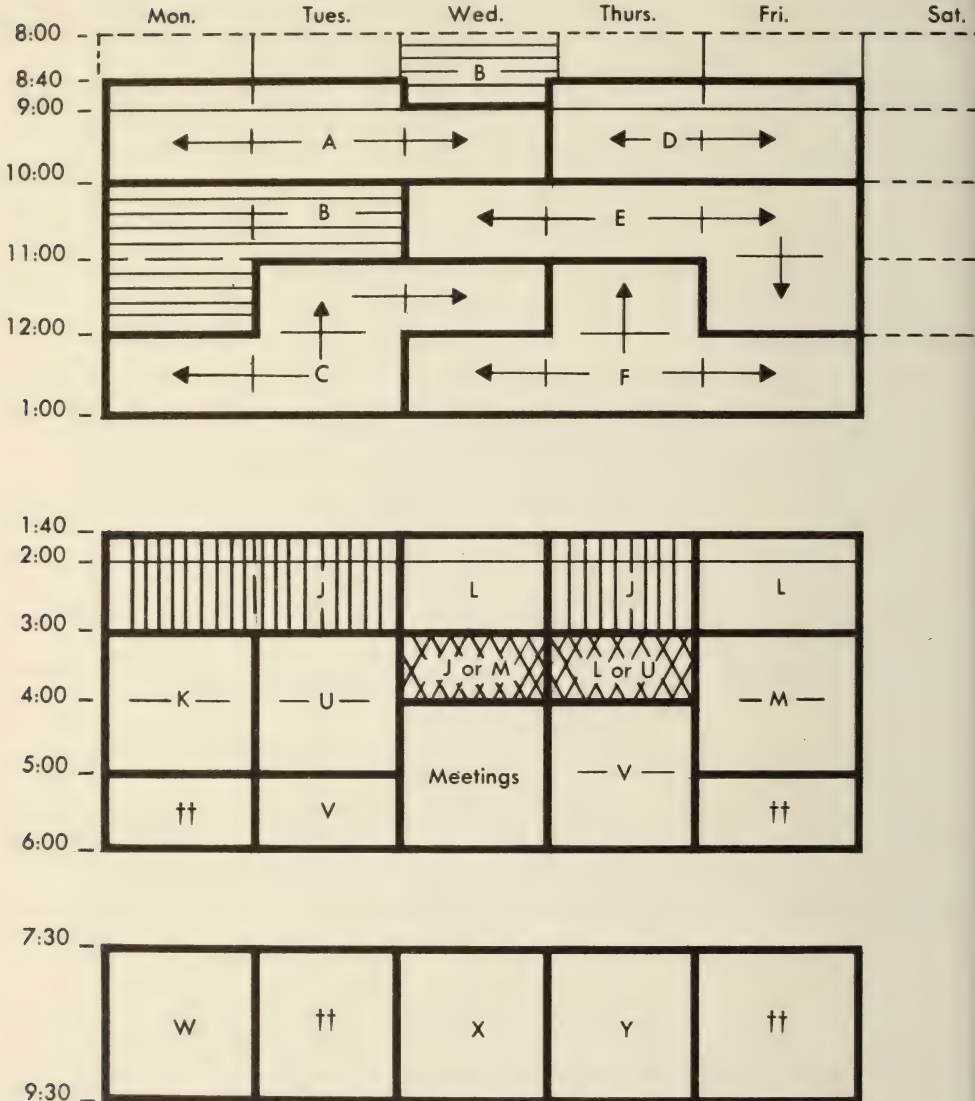
I give and bequeath and devise to The Trustees of the Smith College, a charitable corporation established by law at Northampton in the Commonwealth of Massachusetts, all the rest, residue and remainder of my estate whether real, personal or mixed wherever situate and to which I may be legally or equitably entitled at my decease; or over which I have any power of disposition; (to be known as the Fund; to be used for).

CONTINGENCY CLAUSE

In case of the failure or lapse of any legacy or devise herein such that the property so bequeathed or devised would pass by intestacy, I direct that in lieu thereof such property shall pass to The Trustees of the Smith College, a charitable corporation established by law at Northampton in the Commonwealth of Massachusetts.

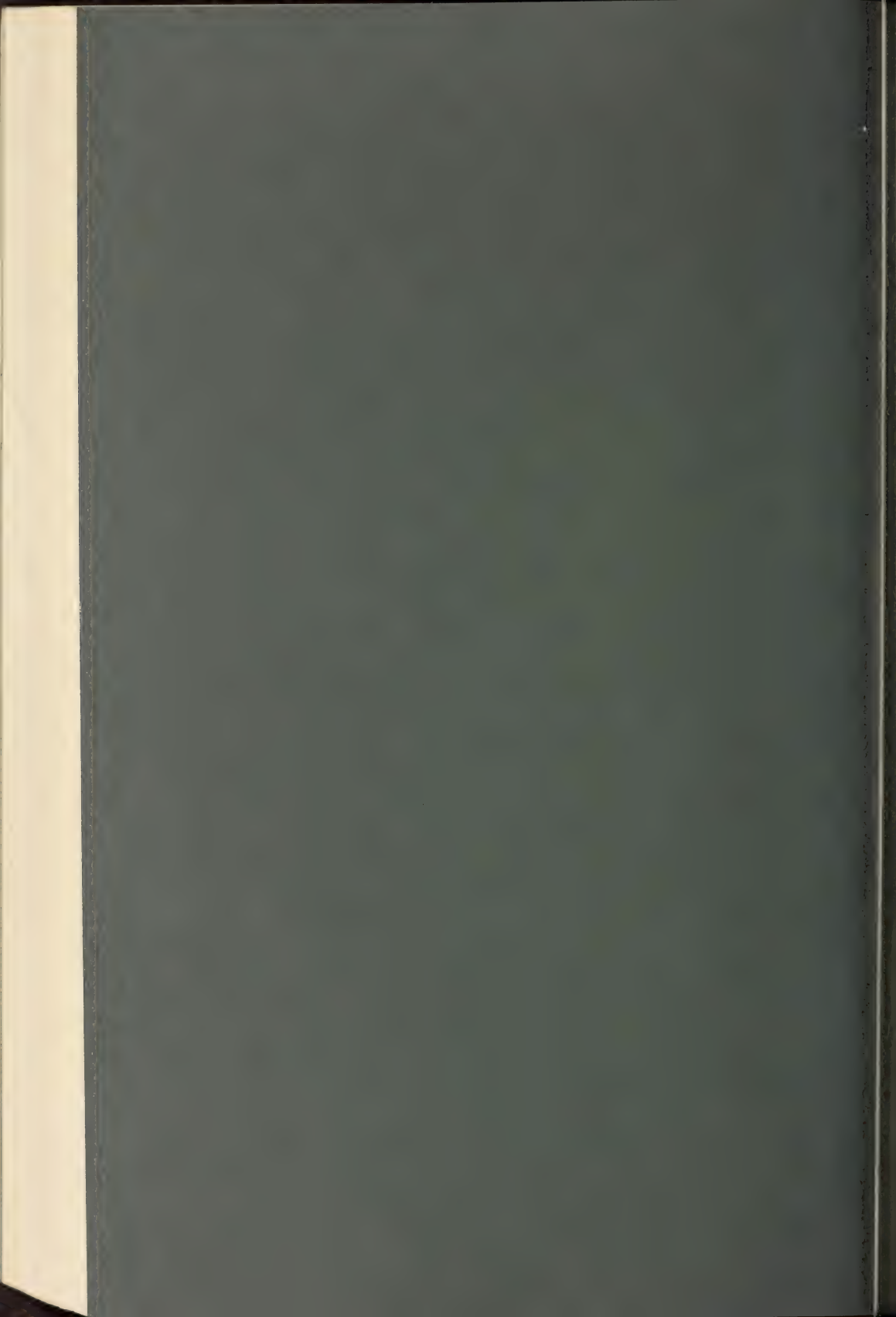
CLASS SCHEDULE

Students may not elect more than one course in the time blocks outlined in the chart, except in rare cases which involve no conflict.



1972-1973
CATALOGUE

SMITH COLLEGE BULLETIN



SMITH COLLEGE NORTHAMPTON
MASSACHUSETTS

INQUIRIES AND VISITS

Inquiries concerning Smith College may be made of the following officers and their staffs, either by mail, telephone, or by interview. The post office address is Northampton, Massachusetts 01060. The telephone number is (413) 584-2700.

ADMISSION OF STUDENTS: Mr David F. Lasher, *Director of Admission*

FINANCIAL AID & STUDENT EMPLOYMENT: Mrs Linton H. Foster, *Director of Financial Aid*

FOREIGN STUDENTS: Mrs Joan M. Bramwell, *Chairman of the Committee*

GRADUATE STUDY & FELLOWSHIPS: Miss Helen Randall, *Director*

ACADEMIC STANDING:

Class of 1976, Mrs George Cohen

Class of 1975, Mrs Joan M. Bramwell

Classes of 1973 and 1974, Mrs Michael Olmsted, *Assistant Dean*

RESIDENCE & GENERAL WELFARE OF STUDENTS: Miss Helen L. Russell, *Dean of Students*

HEALTH OF STUDENTS: Dr Vera Joseph, *College Physician*

PAYMENT OF BILLS: Mr Robert L. Ellis, *Treasurer*

TRANSCRIPTS & RECORDS: Mrs Helen B. Bishop, *Registrar*

DEVELOPMENT: Mr Jett D. Thomas, *Director*

PUBLICATIONS & PUBLIC RELATIONS: Miss Mary E. McDougale, *Secretary of the College*

SCHOOL FOR SOCIAL WORK: Mr Kenneth H. McCartney, *Dean of the School*

ALUMNAE AFFAIRS: Mrs. John Scott Stella, *Executive Director, Alumnae Association*

ALUMNAE REFERENCES: Miss Mary De Wolf Albro, *Director of the Vocational Office*

Visitors are always welcome at the College. Student guides, whose headquarters are College Hall 2, are available for conducting tours of the campus. Their services may be reserved in advance by application to the Board of Admission.

Candidates for admission and pre-college students are urged to secure appointments in advance with the Director or Associate Director of Admission and, if they are interested in scholarship and self-help opportunities, with the Director of Financial Aid.

Administrative offices in College Hall are open Monday through Friday from 8:30 A.M. to 4:30 P.M. At other times, including holidays, officers and staff are available only if an appointment is made in advance.

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1972

1973

1974

JULY							JANUARY							JULY							JANUARY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1		1	2	3	4	5	6		1	2	3	4	5	6							1
2	3	4	5	6	7	8	7	8	9	10	11	12	13	8	9	10	11	12	13	14	6	7	8	9	10	11	12
9	10	11	12	13	14	15	14	15	16	17	18	19	20	15	16	17	18	19	20	21	13	14	15	16	17	18	19
16	17	18	19	20	21	22	21	22	23	24	25	26	27	22	23	24	25	26	27	28	20	21	22	23	24	25	26
23	24	25	26	27	28	29	28	29	30	31				29	30	31					27	28	29	30	31		
30	31																										
AUGUST							FEBRUARY							AUGUST							FEBRUARY						
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6	7	8	9	10	11	12	4	5	6	7	8	9	10	5	6	7	8	9	10	11	3	4	5	6	7	8	9
13	14	15	16	17	18	19	11	12	13	14	15	16	17	12	13	14	15	16	17	18	10	11	12	13	14	15	16
20	21	22	23	24	25	26	18	19	20	21	22	23	24	19	20	21	22	23	24	25	17	18	19	20	21	22	23
27	28	29	30	31			25	26	27	28				26	27	28	29	30	31		24	25	26	27	28		
SEPTEMBER							MARCH							SEPTEMBER							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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3	4	5	6	7	8	9	4	5	6	7	8	9	10	2	3	4	5	6	7	8	3	4	5	6	7	8	9
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24	25	26	27	28	29	30	25	26	27	28	29	30	31	23	24	25	26	27	28	29	24	25	26	27	28	29	30
														30							31						
OCTOBER							APRIL							OCTOBER							APRIL						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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1	2	3	4	5	6	7	1	2	3	4	5	6	7		1	2	3	4	5	6		1	2	3	4	5	6
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22	23	24	25	26	27	28	22	23	24	25	26	27	28	21	22	23	24	25	26	27	21	22	23	24	25	26	27
29	30	31					29	30						28	29	30	31				28	29	30				
NOVEMBER							MAY							NOVEMBER							MAY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1							1							1							1
5	6	7	8	9	10	11	6	7	8	9	10	11	12	4	5	6	7	8	9	10	5	6	7	8	9	10	11
12	13	14	15	16	17	18	13	14	15	16	17	18	19	11	12	13	14	15	16	17	12	13	14	15	16	17	18
19	20	21	22	23	24	25	20	21	22	23	24	25	26	18	19	20	21	22	23	24	19	20	21	22	23	24	25
26	27	28	29	30			27	28	29	30	31			25	26	27	28	29	30		26	27	28	29	30	31	
DECEMBER							JUNE							DECEMBER							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1							1							1							1
3	4	5	6	7	8	9	3	4	5	6	7	8	9	2	3	4	5	6	7	8	2	3	4	5	6	7	8
10	11	12	13	14	15	16	10	11	12	13	14	15	16	9	10	11	12	13	14	15	9	10	11	12	13	14	15
17	18	19	20	21	22	23	17	18	19	20	21	22	23	16	17	18	19	20	21	22	16	17	18	19	20	21	22
24	25	26	27	28	29	30	24	25	26	27	28	29	30	23	24	25	26	27	28	29	23	24	25	26	27	28	29
31														30	31												30

COLLEGE CALENDAR, 1972-73

FIRST SEMESTER

THURSDAY, SEPTEMBER 7, 7:00 P.M.	Freshman Class Meeting (Attendance is required.)
SUNDAY, SEPTEMBER 10, 7:30 P.M.	Opening Convocation (Attendance is required.)
MONDAY, SEPTEMBER 11, 8:40 A.M.	Classes begin
FRIDAY, SEPTEMBER 22	Last Day for changing Grading Option in First Semester and Year Courses
MOUNTAIN DAY (<i>holiday</i>)	To be announced by the President
FRIDAY, OCTOBER 13, 5:00 P.M. - WEDNESDAY, OCTOBER 18, 12:00 NOON	Autumn Recess
WEDNESDAY, NOVEMBER 22, 12:00 NOON - MONDAY, NOVEMBER 27, 8:40 A.M.	Thanksgiving Vacation
WEDNESDAY, NOVEMBER 29 - TUESDAY, DECEMBER 5	Course Registration for the Second Semester of 1972-73
FRIDAY, DECEMBER 1	Last Day for dropping or entering First Semester or Year Courses
SATURDAY, DECEMBER 16, AND SUNDAY, DECEMBER 17	Pre-examination Study
MONDAY, DECEMBER 18 - THURSDAY, DECEMBER 21	First Semester Final Examinations
FRIDAY, DECEMBER 22 - MONDAY, JANUARY 8, 8:40 A.M.	Winter Vacation

INTERTERM

MONDAY, JANUARY 8 - FRIDAY, JANUARY 26

SECOND SEMESTER

MONDAY, JANUARY 29, 8:40 A.M.	Classes begin
FRIDAY, FEBRUARY 9	Last Day for changing Grading Option in Second Semester Courses
WEDNESDAY, FEBRUARY 28	Rally Day
FRIDAY, MARCH 16, 5:00 P.M. - WEDNESDAY, MARCH 28, 8:00 A.M.	Spring Vacation
WEDNESDAY, APRIL 25	Last Day for dropping or entering Second Semester Courses
MONDAY, APRIL 30 - FRIDAY, MAY 4	Course Registration for the First Semester of 1973-74
THURSDAY, MAY 10 - SUNDAY, MAY 13	Pre-examination Study
MONDAY, MAY 14 - THURSDAY, MAY 17	Final Examinations
SUNDAY, MAY 27	Commencement

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THOMAS CORWIN MENDENHALL, B.LITT., PH.D., LL.D., L.H.D., *President* Northampton

*Term
expires*

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1975	ROBERT M. MORGENTHAU, A.B., LL.B., LL.D.	New York City
1975	JANE C. WRIGHT, M.D., D. MED. SC.	New York City
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1976	FAITH CONANT PLUMB, A.B.	St. Louis, Missouri
1977	LUCY BLACK CREIGHTON, PH.D.	Denver, Colorado
1977	RICHARD GORDON LEAHY, PH.D.	Cambridge, Massachusetts

FLORENCE MACDONALD, A.B., <i>Secretary</i>	Northampton
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ROBERT LEE ELLIS, M.B.A., <i>Treasurer</i>	Northampton
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MARGARET DEVANE LOGUE, A.B.	New York City
LUCILE G. MASON, M.A.	New York City
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PERCY E. SUTTON, LL.B.	New York City
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ELINOR GRIFFENHAGEN TRUMAN, A.B.	South Hadley, Massachusetts
VIRGINIA WING, A.B.	Cambridge, Massachusetts

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SUSAN MILLER RAMBO, PH.D.	<i>Professor Emeritus of Mathematics (1948)</i>
ELEANOR SHIPLEY DUCKETT, PH.D. D.LITT., L.H.D.	<i>Professor Emeritus of Classical Languages and Literatures (1949) and Sophia Smith Fellow</i>
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ABBIE MABEL O'KEEFE, M.D.	<i>Associate Physican Emeritus (1950)</i>
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VERA A. SICKELS, A.M.	<i>Professor Emeritus of Speech (1953)</i>
MYRA MELISSA SAMPSON, PH.D.	<i>Professor Emeritus of Zoology (1955)</i>

Explanation of marks before an individual's name:

†absent for the year

*absent for the first semester

**absent for the second semester

§Director of a Junior Year Abroad

¹appointed for the first semester

²appointed for the second semester

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WILLY SCHUMANN, PH.D.	<i>Professor of German Language and Literature</i>
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PAUL HAROLD SETON, M.D.	<i>Physician, Psychiatrist, and Director of the Counseling Services</i>
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TAITETSU UNNO, PH.D.	<i>Professor of World Religions</i>
RICHARD PRESTON UNSWORTH, TH.M., L.H.D., S.T.D. (HON.)	<i>Professor of Religion and Biblical Literature and Chaplain</i>
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CARL JOHN BURK, PH.D.	<i>Associate Professor in the Biological Sciences</i>
HELEN KRICH CHINOY, PH.D.	<i>Associate Professor of Theatre and Speech</i>
ALICE RODRIGUES CLEMENTE, PH.D.	<i>Associate Professor of Hispanic Studies</i>
§MARIE-JOSÉ MADELEINE DELAGE, LIC. ÈS L., D.E.S., DOCTEUR EN HISTOIRE	<i>Associate Professor of French Language and Literature</i>
ANDRÉE DEMAY, AGRÉGÉE DE L'UNIVERSITÉ	<i>Associate Professor of French Language and Literature</i>
†ROSALIND SHAFFER DEMILLE, M.A.	<i>Associate Professor of Physical Education and of Theatre and Speech</i>
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Department of Buildings and Grounds

WILLIAM S. GARDINER, B.C.E.
JOSEPH FREELAND BRACKETT, B.S.

Director of the Physical Plant
Resident Inspector of Construction

Office of the Business Manager

CHARLES DEBRULER, B.S.
EDWARD S. KOWALSKI
H. WILLIAM GILBERT, B.A.
MARJORIE J. LANG
LEROY BACON CLAPP
PAUL M. GARVEY, A.A.
DOROTHY HAAG
THOMAS F. O'CONNELL
RAYMOND J. PERRY
FRANK P. ZABAWA

Business Manager
Purchasing Agent
Assistant Purchasing Agent
Assistant Purchasing Agent
Assistant to the Purchasing Agent
Director of Food Services
Executive Housekeeper
College Electronics Technician
Superintendent of the Laundry
Manager of Central Services

Office of the Controller

CHARLES LOIRE JOHNSON, M.B.A.
ANTHONY M. SYMANSKI, B.S.
MELVIN BLACK
WILLIAM SHEEHAN, B.B.A.

Controller
Chief Accountant
Accounting Supervisor
Investment Accountant

ADMINISTRATION

Department of Gardens and Grounds

GREGORY D. ARMSTRONG, B.S.,
KEW DIP.

Director of the Botanical Gardens

Office of Personnel Services

JACK WILLIAM SIMPKIN, B.S.
EDWARD W. HENNESSY, A.B.

Director of Personnel Services
Employment Manager

Office of Rental Properties

A. VINCENT ERIKSON, B.S.

Manager of Rental Properties

THE VOCATIONAL OFFICE

MARY DE WOLF ALBRO, A.B.
CAROLINE ELIZABETH SEATON, A.B.
ELIZABETH TAYLOR, A.B.
ALICE MAXFIELD, B.A.

Director of the Vocational Office
Associate Director
Assistant Director
Assistant Director

THE SMITH COLLEGE CAMPUS SCHOOL

BARBARA BREE FISCHER, ED.D.
KENT LEWIS, M.A.
IRENE NYSTROM ALSCHULER, M.A.
SARAH ROBINSON BAGG, A.B.
MARTHA BATTEN, B.A.
NANCY CAREY BICKNELL, B.A.
JANICE RAE BROWN, ED.M.
ELIZABETH STONEMAN DEKNATEL, M.ED.
DORIS FRENCH DORSCH, ED.M.
EILEEN KATHLEEN EDELBERG, M.D.
SUSAN GUBA FENTIN, B.A.
ELVIRA MCGOVERN FLIGHT, B.S.
CLAIRE MAIL FORTIER, A.M.
RICHARD GNATEK, B.S.
MARION LIPPINCOTT HARWARD, A.B.
SHAUNEEN SULLIVAN KROLL, A.B.
MADELINE SMITH LITTLEFIELD, ED.M.
JEAN BAUM MAIR, B.A.
ROBERT GEORGE PETERS, M.A.
STEPHANIE SCHAMESS, M.S.ED.
WILLIAM SEIDMAN, M.ED.
CAROLINE SLY, M.A.
LOUISE SOLMSEN
BRADFORD STOCKER, A.B.
M. ELIZABETH ROWE WATERMAN, M.ED.

Director of the Campus School
Assistant Director
Learning-Child Development Specialist
Music
Elementary
Elementary
Elementary
Early Years
Elementary
Physician
Art
Elementary
French
Physical Education
Elementary
Early Years
Elementary
Librarian
Elementary
Early Years
Elementary
Instrumental Music
Instrumental Music
Early Years
Elementary

STANDING COMMITTEES, 1972-73

ADMINISTRATIVE BOARD

The Dean (*Chairman*), the Dean of Students, the Assistant Dean, the Class Deans, the Registrar, the College Physician, Mr Pufall, Mrs Senechal, Mr Vaget.

AID TO FACULTY SCHOLARSHIP (*elected*)

The Dean (*Chairman*), the President, the Assistant to the President, †Mr Burger (1973), Mrs von Klemperer (1974), †Miss Afferica (1975), Mr Haddad (1976).
Substitutes for the year: Mr Leonard, Mrs Volkmann.

BOARD OF ADMISSION

The President (*Chairman*), the Dean, the Director of Admission, the Associate Director of Admission, the Dean of Students, the Freshman Class Dean, the incoming Freshman Class Dean, Mrs Chinoy, Mr Giles, Mr Glazer, Mrs Kelley, Mr Lowry, Mr Murphy, Miss Searing, Mr Simpson, Miss Stahl.

COLLEGE PLANNING AND RESOURCES (*elected*)

The President (*Chairman*), Trustees: Mrs Glover and Mr Leahy, the Dean, the Treasurer, the Director of Development, the Chairman of the Faculty Conference Committee, Mr de Villafranca (1973), Mr Hellman (1974), Mr Leo Weinstein (1975), Mrs Lehmann (1976), the Executive Representative of the Student Government Association: Miss Laurie MacPherson 1974, the former President of the Student Government Association: Miss Margaret Clark 1973.

COMMITTEES (*elected*)

The President (*Chairman*), the Dean, Miss Auerswald (1973), Mr Lowry (1973), Mrs Banerjee (1974), Miss Bourque (1974). The expanded Committee includes, in addition, the Executive Representative of the Student Government Association: Miss Laurie MacPherson 1974, and Miss Mary Ellen Cheney 1973, Miss Mary Johnston 1973, Miss Craig Jones 1973.

EDUCATIONAL POLICY (*elected*)

The Dean (*Chairman*), the President, Mr von Klemperer (1973), Mr Rothman (1973), Miss Horner (1973), **Mr Rowe (1974), †Miss Afferica (1974), Miss Weed (1974), Miss Bourque (1975), Mr Morris-Hale (1975), Mr Derr (1975).
Substitute for the year: Mr Offner. Substitute for the second semester: Mr Fink.

FACULTY CONFERENCE (*elected*)

Miss Horner (*Chairman*) (1973), Mr MacDonald (1974), Mr Kiteley (1975), Mr Haddad (1976), Mrs von Klemperer (1977).

*Absent for the first semester

**Absent for the second semester

†Absent for the year

COMMITTEES

FACULTY OFFICES

Mr Flower (*Chairman*), Mrs Divine, Miss Ott.

FINANCIAL AID

The President (*Chairman*), the Dean, the Dean of Students, the Director of Financial Aid, the Treasurer, Mr Fleck, Mr Morris-Hale, Miss Pandiri.

FOREIGN STUDENTS

Mrs Bramwell (*Chairman*), Mr Banerjee, Mrs Davis, Miss Demay, Mrs Foster, Mr Hudson, Mrs Magri, Mrs Ryan, Mr Unno.

GRADUATE STUDY

Miss Randall (*Chairman*), the President, Mrs Bramwell, Mr de Villafranca, Mr Evans, Mr Fink, Miss Fitch, Mr Leonard, Miss Mott.

HONORARY DEGREES

Miss Kenyon (*Chairman*) (1973), *Miss Seitter (1974), Mr Petersson (1975), Miss Martha Baldwin 1973, Miss Sandra Ferguson 1973, Miss Linda Nuerenberger 1973. Substitute for the first semester: Miss Robinton.

HONORS AND INDEPENDENT PROGRAMS

Mr Burk (*Chairman*), the President, the Dean, the Assistant Dean, Mr Elkins, Mr John Hill, Mr Offner, Mr Overstreet.

JUNIPER LODGE

Miss Baum (*Chairman*), Mrs Hoyt, Dr Joseph.

LECTURES

Mr Overstreet (*Chairman*), Mrs Edds, Mrs Hopkins, Mr Perera, Mr Wilson, Miss Allison Broadhead 1973, Miss Deborah Ford 1973, Miss Mary Kilbourn 1973, Miss Jessica Tava 1973, Miss Wynetta Walker 1973, Miss McDougale (*Secretary*).

LIBRARY

Mr Leo Weinstein (*Chairman*), The Librarian, Mr Harris, Mr Miller, Mr Skulsky, Mr White, Miss Carolyn Ziskowski 1973, Miss Anne McInerney 1973, Miss Ellen McGuire 1975.

MARSHALS

Miss Randall, Mr Schumann (College Marshals), Miss Clute, Mr Fink, Miss Fitch, Mr Judson, Mr McCartney, Miss Newhof, Mr Van Voris.

MOTION PICTURES

Mr George Cohen (*Chairman*), Mrs Adams, Mr Ball, Mr Berkman, **Mr Connelly, *Mrs Dinale, Miss Janet Borden 1973, Miss Ellen Ferber 1973, Miss Charlotte Gaylord 1974, Miss Carol Russell 1973, Mrs Schimmel (*Secretary*).

REGISTRATION OF STUDENTS

Miss Newhof (*Chairman*), Miss Clute, Miss Vaughan, Miss Margaret Hunt 1973, Miss Anne Ellison 1973, Miss Emely Karandy 1975.

SCIENCE ADVISORY

Miss TeWinkel (*Chairman*), the Dean, Mr David Cohen, Mr Curran, Mr de Villafranca, Mrs Teghtsoonian.

SOCIAL RESPONSIBILITY

Mr Unsworth (*Chairman*), Mrs Bowles, Mr Childs, **Mrs Darity, Dr Joseph, Miss Jusenius, Rabbi Lander, Mrs Mitchell, Mr Robinson, Mrs Shapiro, Mr Allen Weinstein, and three student members.

STUDENT AFFAIRS

The President (*Chairman*), the Dean, the Dean of Students, Mr Hudson, Mr Leonard, Mrs von Klemperer, Executive Representative of the Student Government Association: Miss Laurie MacPherson 1974, Head of House Presidents: Miss Patricia Young 1973, and Miss Jane Beckwith 1973, Miss Rose Tamura 1974, Miss Mary Glaser 1975.

STUDY ABROAD

The Dean (*Chairman*), the President, the Assistant Dean, the Chairmen of the Departments of Art, French, German, Government, Hispanic Studies, History, and Italian, the Treasurer, the Secretary of the Smith College Junior Years Abroad.

TENURE AND PROMOTION (*elected*)

The President (*Chairman*), the Dean, Mr Dimock (1973), Miss Kenyon (1974), Mr Gotwals (1975), Mr Harward (1976), Mrs Dickinson (1977).

CHAIRMEN OF ACADEMIC DIVISIONS

DIVISION I: THE HUMANITIES: Mrs Kelley

DIVISION II: THE SOCIAL SCIENCES AND HISTORY: Mr Rose

DIVISION III: THE NATURAL SCIENCES AND MATHEMATICS: Mr Hawkins

THE CURRICULUM

The curriculum and faculty of the College form an almost inseparable entity which, along with able students, constitute the essence of the College. All of these elements of the College are continuously changing. But though we revise, but though we change the curriculum of the College, we continue to believe in the importance of a liberal arts education. We continue to believe that to achieve the goals of a liberal arts education each student should study courses in

Literature, either in English or in another language, because it is one of the major forms of aesthetic expression, and because it contributes to our understanding of human experience, and plays a central role in the development of culture;
Historical studies, either in history or historically oriented courses in art, music, religion, philosophy and theatre, because they provide a perspective on the development of human society and culture and detach us from the parochialism of the present;

Social science, because it offers a systematic and critical inquiry into human nature, social institutions, and man's relations with his fellows;

Natural science, because of its methods, its contribution to our understanding of the world around us, and its significance in modern culture;

Mathematics and analytic philosophy, because they foster an understanding of the nature and uses of formal, rational thought;

The arts, because they constitute some of the media through which man has sought, through the ages, to express his deepest feelings and values; and

A foreign language, because it can emancipate one from the limits of one's own tongue, provide access to another culture, and make possible communication outside one's own society.

We think that, by laying such a foundation in the major fields of knowledge, a student can best prepare for her particular future.

The diversity of student interests, aptitudes and backgrounds, the range and variety of the curriculum, and the rapidity of change in knowledge and ways of learning make it difficult, if not impossible, to prescribe a detailed and complete course of study which would implement these goals and be appropriate for every student. The statement of the requirements for the degree are therefore quite general and allow much flexibility in the design of a course of study leading to the degree.

The requirements for the degree of Bachelor of Arts from Smith College are the completion to a specified standard of 32 semester courses of academic work (128 semester hours) as well as 4 semester courses in Physical Education, and the successful completion of the requirements of a major field of study, including an examination of competence in that major field. (The examination in some major fields is in the form of a written and/or oral examination, in others a paper, in others a project.) At least 16 of the 32 semester courses required for the degree must be outside the

THE CURRICULUM

major field of study. For graduation the standard of performance is a cumulative average of at least C in all academic work and an average of C or better in the senior year. Candidates for the degree from Smith College must have completed at least two years of academic work, one of which must be either the junior year or the senior year, in residence at Smith College in Northampton. (Normally, the work of both the junior and senior years is done in residence at Smith College. The work of the senior year may be undertaken elsewhere only for strong academic or cogent personal reasons.)

A student's program is divided into two chief parts: a required number of regular semester courses in a departmental or interdepartmental major (a minimum of nine and a maximum of twelve courses) and sixteen semester courses taken outside the major. The remainder of the program, normally some four to seven semester courses, may be elected at the student's discretion inside or outside the major.

In the sophomore year, each student must select a major field; she may make this decision in the fall of that year if she chooses to do so, and must decide by the spring. When a student enters upon her major, she comes under the direction of an adviser in that major field and obtains the approval of that adviser for her program, including a tentative specification of the competence examination, paper or project that she proposes to take in her major, and the time at which she will undertake it.

Major programs are prescribed by the departments and are offered in all departments except Physical Education. There are, in addition, interdepartmental majors in American Studies, Ancient Studies, Biochemistry, and Comparative Literature. The requirements in each of the majors are stated at the end of the course listings in each of the fields in which there is a major. If the educational needs of the individual student cannot be met by a course of study in one of these majors, a student may design and undertake an interdepartmental major sponsored by at least two departments and approved by the Committee on Educational Policy.

The basic program for the degree consists of a four-year or eight-semester program at Smith College, four courses being elected each semester. There are many variations upon this basic program, each designed to meet the various needs of students.

Though the normal program for a semester consists of four courses, a student may take an extra course any semester. Such an extra course may be taken for the regular letter grade or, at the option of the student, be graded Distinction/Pass/Fail. If the latter option is taken, it must be indicated by the student at the time of registration for the course and the course, though recorded on the student's record, will not count toward the 32 courses required for the degree. Or the student may take

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one less course in a semester as long as each semester program including only three courses (taken for regular letter grades) is balanced by five full courses (taken for regular letter grades) in a previous semester.

It is possible for students having a cumulative average of B to complete the requirements for the degree in three or three and one-half years. Requests to the Administrative Board for permission to accelerate must be filed with the student's Class Dean no later than two full semesters before the accelerated date of graduation. Proposals for acceleration will be considered primarily on the basis of academic merit. The academic residence requirement must be met. Normally, no more than twelve semester hours of work taken in summer school may be counted toward the degree, and no more than one year's credit toward the degree may be achieved through a combination of Advanced Placement and summer school credit.

A student in good standing who wishes to interrupt her college program to work, or to attend another academic institution or who wishes to interrupt her college program for personal reasons may be granted a leave of absence from the College for the first semester or for a full academic year. Further details concerning arrangements for a leave of absence can be found in the Smith College Handbook.

Many possibilities are available to the student who would find it educationally sound to carry out a program of study not provided for in the variety of course offerings and major programs already described. These are described below.

DEPARTMENTAL HONORS PROGRAM

The Departmental Honors Program allows a student of strong academic background to work with greater independence and in greater depth in the field of her major. The program allows for flexibility in the planning and execution of the work of the major and at the same time gives recognition to students who do work of good quality in the preparation of a long paper as well as in their courses and seminars.

A student is eligible to enter the Departmental Honors Program at the earliest during the second semester of the sophomore year and at the latest during the first semester of the senior year. A student to be admitted to the program should be able to provide evidence of a strong academic background and the ability to work effectively with the greater independence and at the greater depth that is expected in the program.

An individual department may specify additional conditions for entrance to its honors program. A student should discuss these conditions with the department's Director of Honors before applying. The requirements for completion of each department's honors program are stated at the end of the department's course listing.

Admission to the program is granted by the Committee on Honors and Independ-

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ent Programs. A student's petition for admission should be presented in writing to the department's Director of Honors, who will forward the petition to the Committee on Honors and Independent Programs along with a written statement giving permission of that department for the student to enter its honors program.

SMITH SCHOLARS PROGRAM

The Smith Scholars Program provides a framework within which highly motivated and talented students are allowed to spend one or two years working on projects of their own devising, freed in varying degrees from normal college requirements. Though highly selective, the program is aimed at a wide variety of students: those who are unusually creative, those who are unusually well prepared to do independent work in a particular academic discipline, those who are committed to either a subject matter or an approach that cuts across conventional disciplines, and those who have the ability to translate experience gained in work done outside the College into academic terms.

A student may apply to be admitted to the program at any time after the first semester of her sophomore year. She will submit to the Committee on Honors and Independent Programs a statement of her program and project, an evaluation of her proposal and of her capacity to complete it from the faculty member or members who will advise her, and two supporting recommendations from instructors who have taught her in class.

The proportion of work to be done in normal courses by any Smith Scholar will be decided jointly by the student, her adviser or advisers, and the Committee. Freedom from normal course requirements comes gradually, usually in the senior year.

Each semester, advisers are expected to submit to the Committee evaluations of the students' progress. The Committee will review these evaluations and ask students it considers unable to complete their projects successfully to withdraw from the Smith Scholars Program and resume a normal course program. Cases of students who are asked to withdraw too late in their college careers to complete normal course requirements will be dealt with on an individual basis.

Work done in the program may result in a thesis, a group of related papers, an original piece of work such as a play, or some combination of these.

The student's record for the period she is in the program will include grades in whatever courses or special studies she has taken, her adviser's or advisers' evaluation of her work, and the Committee's recommendation with respect to her degree.

INDEPENDENT STUDY

The normal courses of study involve considerable independent work, but further opportunity for this is provided through Independent Study.

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Juniors and seniors, with the approval of their departments and the Committee on Honors and Independent Programs, may be granted a maximum of one semester's credit for independent study. Normally this study will be pursued upon the Smith campus under the supervision of members of the department(s) concerned.

With the approval of their departments and the Committee on Honors and Independent Programs, students may be granted a maximum of eight hours credit for off-campus work and study. The project must be directly related to the student's academic program, and be supervised and evaluated by members of the department(s) concerned.

In addition to the above, there are programs for study at other institutions.

FIVE COLLEGE COOPERATION

Amherst, Mount Holyoke, and Smith Colleges, and the University of Massachusetts have for some time combined their academic activities in selected areas for the purpose of extending and enriching their collective educational resources. Hampshire College, which opened in 1970, has joined this group of cooperating institutions. Certain specialized courses not ordinarily available at the undergraduate level are operated jointly and open to students from all the institutions. In addition, a student in good standing at any of the institutions may take a course, without additional cost to the student, at any of the others if the course is significantly different from any available to him on his own campus and has a bearing on the educational plan arranged by the student and his adviser. Approvals of the student's adviser and the Academic Dean of the College (Provost at the University) at the home institution are required. Permission of the instructor is required for students from other campuses if permission is required for students of the institution at which the course is offered.

Students should apply for Five College courses at least six weeks prior to the beginning of the semester. Current catalogues of the other institutions are available at the Loan Desk in the Neilson Library, in the offices of the Class Deans and the Registrar, and in the houses. Application forms may be obtained from the Offices of the Class Deans and the Registrar. Free bus transportation among the institutions is available for Five College students.

Under a cooperative Ph.D. program, the degree is awarded by the University of Massachusetts but the work leading to the degree may be taken in the various institutions. Students interested in this program should write to the Dean of the Graduate School, University of Massachusetts, Amherst, Massachusetts 01002.

The oldest and probably the most important of the cooperative ventures is the Hampshire Inter-Library Center (HILC), a separate legal entity controlled by a

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Board of Directors made up of the Five College Coordinator, the five Librarians, and representatives from each of the Faculties. HILC is a depository for research materials and learned periodicals of a kind and in a quantity well beyond the reach of any one of the cooperating libraries operating independently; it is now located in the new wing of the Goodell Library on the campus of the University of Massachusetts. The FM Radio Station (Western Massachusetts Broadcasting Council, Inc., WFCR 88.5) is likewise a legal entity, controlled by a Board of Directors made up of representatives of the cooperating institutions. Other cooperative activities, designed to give added strength to each individual institution, include a joint Astronomy Department and a Film Center, a common calendar of lectures and concerts on all the campuses.

SMITH COLLEGE JUNIOR YEAR ABROAD PROGRAMS

Each year, if conditions permit, a group of students in good standing and with sufficient language training are selected from those who apply to spend a year in certain foreign countries in groups directed by members of the Smith College Faculty. Properly prepared students from other colleges may also be admitted to the groups.

The Smith College Junior Year Abroad programs in France and Italy are intended primarily for language majors, and that in Geneva primarily for students majoring in economics, government, or sociology. The program in Germany can serve a large range of majors. Art and history majors with adequate language preparation may apply to any of the foreign study programs with the approval of their department, provided an acceptable program can be worked out for them. Majors in other fields with adequate preparation in language may apply for admission to a given program with the consent of the department of the major. An honors candidate should consult the Director of Honors in her department before applying to go abroad. Qualified students who spend the junior year abroad may apply for admission to the honors program at the beginning of the senior year.

The Junior Year Abroad programs are planned so as to afford as rich an opportunity as possible to observe and study the countries visited. During the vacations students are free to travel, although, by special arrangement, they may stay in residence if they prefer.

Applications, including permission from parents, must be filed by February 1 at the Office of the Registrar. Applications from students in colleges other than Smith must be accompanied by a fee of ten dollars, which is not refunded. The selection of members for each group is determined by a special faculty committee. Members of the group must meet the health requirements set by the College Physician.

The Directors of the groups supervise the academic programs and are granted by

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the College full control in matters of conduct, although the details of group procedure are worked out with student committees. Social regulations in each case are adapted to the customs of the country. The supervision of the Director ends with the close of the academic year.

The fee covering tuition, room, and board is \$4,120 for the academic year 1972-73; travel and incidental expenses vary according to individual tastes and plans. A deposit of \$50 payable within 30 days by students who have been provisionally accepted, is credited on the second semester bill but is not refunded unless written notice of withdrawal from a group is received before May 15, 1972. Payment for the first semester should be made by July 10; for the second semester, by December 10. Checks should be sent to the Treasurer of Smith College, Northampton, Massachusetts 01060.

Neither the College nor the Director accepts any responsibility for personal injury to members of a group or for damage to or loss of property. The College offers a health insurance program in which participation is required unless the student has protection under another plan and furnishes the Treasurer's Office with the name and address of the insurance carrier and the student's membership number.

FRANCE

The program in France begins in Aix-en-Provence with a six-week period devoted primarily to intensive work in the language, supplemented by lectures and excursions. At the opening of the French academic year, the group goes to Paris, where the program consists mainly of courses in French literature, history, government, and art. Though some of the courses offered are exclusively for Smith students, the majority are taken in French institutions, such as the Sorbonne, l'Institut d'Etudes Politiques, and l'Institut d'Art et d'Archéologie, with additional work with French tutors, when desirable. The minimum requirement for admission to the group is normally two years of college French.

GENEVA

The work in Geneva emphasizes international studies rather than the history and culture of a single country. Accordingly, the group is composed primarily of majors in history, government, economics, and sociology; but some other majors, with departmental approval, can be accommodated. The program consists of courses in diplomatic and contemporary history, international economics and finance, international law, and similar subjects given at the University of Geneva, the Graduate Institute of International Studies and the African Institute. A preliminary six-week period of intensive training in language is spent in Paris. Since the classes are conducted in French, students are expected to offer two years of college French beyond three entrance units; a minimum of one year of college French is required. It is

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strongly urged that work in at least two fields of the social sciences be offered for admission.

GERMANY

The academic year in Germany consists of two semesters (winter semester from mid-October to mid-February and summer semester from mid-April to mid-July) separated by a two-month vacation during which students are free to travel. The winter semester is preceded by a six-week orientation program in Hamburg providing language review, an introduction to current affairs and to Hamburg, excursions to the north of Germany and to Munich. During the academic year, the students are fully matriculated at the University of Hamburg. They attend the regular courses offered by the University and special tutorials coordinated with the course work. A wide variety of courses is available in the following fields: literature, history, religion, political science, philosophy; courses can also be taken in art, music, mathematics, and the sciences. A minimum of two years of college German is the normal language requirement for admission.

ITALY

The work of the year begins with a month in Siena, where study of the language and of art and literature is undertaken with special instructors. After the first of October, this study is continued in Florence. About the middle of November the group starts work in courses at the University of Florence and in classes conducted especially for Smith College by University professors. The subjects offered are Italian art, history, language, and literature. In Florence the students live in private homes chosen by the Director. The minimum requirement for admission is normally two years of college Italian.

OTHER FOREIGN STUDY PROGRAMS

STUDY IN SPANISH-SPEAKING COUNTRIES

The needs for study in Spanish-speaking countries now cover a wide range; students in language and literature, in history, in government, in art, in sociology and anthropology with interests centered in Spain or Latin America may have need for such study. In order to meet this wide range of needs the Committee on Study Abroad attempts to identify appropriate centers for study in Spain, Mexico, and South America. A student wishing to study for a year in a Spanish-speaking country should consult with her major adviser and department chairman, as well as the members of the Committee on Study Abroad knowledgeable in her area of study, concerning the program most appropriate to her needs. Proposals should be submitted to the Committee on Study Abroad for approval of the academic program and for the Committee's recommendation to the institution concerned.

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Programs for study in Spain and Mexico are appropriate for the junior year. Students interested in one of these programs should submit their proposals to the Committee on Study Abroad not later than February 1 of the preceding year. The program of study in South America is designed for the second semester of the sophomore year through the first semester of the junior year. Students interested in this program should submit their proposals to the Committee on Study Abroad not later than October 15.

THE JUNIOR YEAR IN LEICESTER, ENGLAND

A limited number of qualified students majoring in sociology may spend their junior year at the University of Leicester in England. They live in university halls of residence and follow the regular program of lectures, seminars, and tutorials required of sociology students at Leicester. A member of the University's faculty serves as adviser to Smith College students.

These students are on leave from Smith College, and are responsible for their own financial arrangements.

STUDY IN AFRICA

Students interested in studying at an African university are assisted in making arrangements to do so by Mr. Morris-Hale, of the Departments of Afro-American Studies and Government, and Mrs. Bishop, Executive Secretary of the Committee on Study Abroad.

INTERCOLLEGIATE CENTER FOR CLASSICAL STUDIES IN ROME

Smith College is one of a number of American colleges and universities which participate in this Center. Qualified majors in Classics or Ancient Studies may spend one semester of their junior (or, in some cases, sophomore) year at the Center and obtain full credit toward their degree for work satisfactorily completed. The curriculum includes the study of Latin and Greek literature, Greek and Roman history, ancient art and archaeology, and field trips through Italy and Greece. The faculty of the Center is composed of members of the faculties of the participating institutions. Instruction is in English.

Admission to the program is limited to students who have a cumulative average of B and who have completed the equivalent of at least four semesters of college-level Latin and two of Greek. The fee of approximately \$1800 includes travel to Rome, tuition, room and board at the Center, the major share of costs for trips outside Rome, and ordinary medical services. The expense of additional travel and the return to the United States is approximately \$750. Scholarship assistance from the Center is available.

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Interested students should consult with the Chairman of the Department of Classical Languages and Literatures as early as possible.

SUMMER COURSES IN THE HISTORY OF ART

The Department of Art offers summer courses in the history of art in Europe. A comprehensive fee covers tuition, room and board, and there is a non-refundable deposit of \$50 for each course. Students should consult the department and its course listings about specific offerings.

STUDY AT PREDOMINANTLY BLACK COLLEGES

Students interested in studying for a year at one of the following institutions should consult with their Class Dean or the Assistant to the Class Deans: Howard University, North Carolina Central University, Spelman College, and Tougaloo College.

TWELVE COLLEGE EXCHANGE PROGRAM

Smith College participates in an exchange program with the following institutions: Amherst, Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Trinity, Vassar, Wellesley, Wesleyan, Wheaton, and Williams. The exchange is open to all students in good standing but is intended primarily for the junior year. Married students are not eligible for the Twelve College Exchange Program. Only in exceptional cases will requests for one semester's participation be approved. Normally students participating in the program may not transfer to the host institution at the end of their stay there.

A student accepted into the program will be expected to pay the fees set by the host institution and will assume the financial, social, and academic regulations of that institution. The course of study to be followed at the host institution must have the approval of the student's major adviser at Smith College or, in the case of sophomores who have not yet declared a major, the Class Dean.

Application forms are available through the Offices of the Assistant Dean and the Class Deans and must be filed by February 1 of the year prior to the one during which the student wishes to be away from the College.

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CONCERNING THE ACADEMIC CALENDAR

The calendar for the academic year consists of two semesters separated by a three-week interterm period in January and incorporating appropriate vacations. Each semester allows for thirteen weeks of classes followed by a few days for pre-examination study and a final examination period of three to four days.

The interterm period in January is a time for reading, research and remedial work, a period for concentrated independent study. No academic credit is given for activities during the interterm period. Residence is not required during this time, though students must notify the College of when they will be in residence. Housing remains open and staffed as needed, and sufficient dining facilities are available to provide for those in residence. Libraries, the language laboratory, practice rooms and physical education facilities remain open. Research laboratories, art studios and other similar facilities remain open at the discretion of the departments concerned. During the interterm period, special conferences may be scheduled and field trips arranged. This is an appropriate time for work in libraries, museums and laboratories at locations other than Smith College. Those departments offering competence examinations at mid-year may give them during the last two days of the interterm period.

CONCERNING THE ELECTION OF COURSES

Each student is expected to be familiar with all regulations governing the curriculum and is responsible for planning a course of study in accordance with these regulations and the requirements for the degree.

The normal course program for a semester consists of four courses taken for regular letter grades. The regular letter grades signify the following: A, excellent; B, good; C, fair; D, poor; E, failure.

A student may take an extra course any semester. Such an extra course may be taken for the regular letter grade or, at the option of the student, be graded Distinction/Pass/Fail. If the latter option is desired, it must be requested by the student at the time of election of the course; and, though the course will be recorded on the student's record, it will not count toward the 32 semester courses required for the degree.

After the freshman year, a student may take one less course in a semester provided that each semester program including only three courses (taken for regular letter grades) is balanced by five full courses (taken for regular letter grades) in a previous semester and provided that, at the end of the academic year, the student will not have fewer than the number of courses expected for entrance into the next year. The exercise of the option to take less than the normal four-course program in a semester is limited further by the following restrictions:

THE CURRICULUM

A Departmental Honors student is expected to take at least 32 credit hours in her senior year, including Honors and thesis credit.

A student studying abroad is required to carry a full course program equivalent to 32 credit hours for the academic year.

The first two half-credit semester courses in practical music may not be added together to count as the equivalent of a full course for the purpose of balancing a three-course program.

Within the first 10 class days of a semester a student may drop or enter any semester course or change the grading option for a semester course (Dis/P/F or regular letter grade) with no indication of the earlier form of enrollment appearing on her permanent record. Within the first 10 class days of the *first* semester of a *year* course these changes may also be made. Notification of the instructor of the course and permission of the student's adviser are required.

After the first 10 class days of a semester, the grading option (Dis/P/F or regular letter grade) for a semester course may not be changed. In the case of a year course the choice of the grading option may not be changed after the first 10 class days of the *first* semester of the course.

After the first 10 class days and until 10 class days before the end of classes for the semester, a student may drop or enter a semester course with the permission of the instructor of the course, the student's adviser and the student's Class Dean. A year course may be dropped only during the *first* semester of the course and within the periods stipulated for a semester course. Such action taken with regard to any course shall be shown on the student's permanent record in the following way:

entered course x: *reg.*, *date* on course line

dropped course x, with passing grade: *date* on course line, *W* in grade slot.

dropped course x, with failing grade: *date* on course line, *WF* in grade slot.

When entering a course late, the student shall make up all of the work of the course and shall be given a grade for the course on the equivalent work and on the same basis as all other students in the course.

The functioning of a course and decisions concerning the uses of faculty time are based in large part on enrollment in courses. Radical changes in this enrollment after classes have begun may affect students and faculty in such a way that they cannot be permitted. A student who wishes to drop a course with "limited enrollment" (*e.g.*, a seminar) should do so at the earliest possible moment in order that another student may take advantage of the opening and because the organization and operation of the course is usually crucially dependent upon the students enrolled in it. A student who wishes to drop a course with "limited enrollment" or one with small enrollment should expect that the course instructor for these reasons will not normally give approval to a student for dropping such a course.

THE CURRICULUM

Regulations governing changes in enrollment in courses in one of the Five Colleges other than Smith may be more restrictive than the above rules. These regulations are posted on the official bulletin boards at the beginning of each semester.

In certain cases election of a course requires permission of the instructor and the Chairman of the department concerned. In such cases this permission must be obtained in writing before the course is elected.

A student who does not have the prerequisites for a course may elect it only with the permission of the instructor of the course and the Chairman of the department in which the course is offered.

Prior permission of the Administrative Board is required to enter a year course at mid-year, or to drop a year course at mid-year with credit for the first semester. (The latter may not be done later than 10 days before the end of classes in the first semester.) The petition must be recommended by the Chairman of the department concerned and the instructor of the course and filed with the student's Class Dean for forwarding to the Administrative Board.

Permission of the instructor and the student's adviser is required of all students for admission to a seminar. A student who is not enrolled in the Departmental Honors Program must petition the Administrative Board through the Class Dean to take more than one seminar in a semester. A seminar is limited to twelve students. If enrollment exceeds this number, the instructor shall choose the twelve applicants he considers best qualified.

Permission of the instructor and the Chairman of the department concerned is required for the election of Special Studies. Special Studies is normally open only to qualified junior and senior majors in the department concerned. Special Studies may be open to other qualified juniors and seniors by permission of the instructor and the Chairman of the department concerned.

A matriculated student may audit a lecture course on a regular or an occasional basis if space is available and the permission of the instructor in charge of the course is obtained.

A student who is absent for more than six weeks in one semester may not receive credit for the work of that semester.

A shortage of hours incurred through failure in a course must be made up before graduation by an equivalent amount of work at the same or higher level carried above the normal four-course program or completed in a summer school and approved for credit.

A student may not enter the senior year with a shortage of hours.

A student whose college work or conduct is deemed unsatisfactory is subject to separation from the College upon the recommendation of this action to the President by the Administrative Board, the Honor Board, the Judicial Board, or the Committee on Student Affairs.

COURSES OF STUDY, 1972-73

EXPLANATION OF SYMBOLS AND ABBREVIATIONS

Courses are classified in four grades indicated by the first digit in the course number: 100, Introductory; 200, Intermediate; 300, Advanced; 400, Graduate, open to qualified undergraduates.

An "a" after the number of a course indicates that it is given in the first semester; a "b," that it is given in the second semester. A "c" indicates a summer seminar given abroad. Where no letter follows the number of the course, the course runs through the year.

Unless otherwise indicated, all year courses carry eight hours credit; all semester courses, four hours.

[] Courses in brackets will be omitted during the current year.

The numerals after the letters indicating days of the week show the scheduled hours of classes and the hours to be used at the option of the instructor. Students may not elect more than one course in a time block (see chart on the final page), except in rare cases which involve no conflict. Assignments to sections and laboratory periods are made by the Registrar. Where scheduled hours are not given, the times of meeting are arranged by the instructor.

Dem. indicates demonstration; lab., laboratory; lec., lecture; sect., section; dis., discussion.

() A department name in parentheses following the name of an instructor in a course listing indicates the department of which he is regularly a member, when it is different from that under which the course is listed.

The following symbols before an instructor's name in the list of members of a department have the indicated meaning:

†absent for the year
*absent for the first semester
**absent for the second semester

§Director of a Junior Year Abroad
¹appointed for the first semester
²appointed for the second semester

AFRO-AMERICAN STUDIES

ASSISTANT PROFESSORS: RAYMOND H. GILES, JR., ED.D., *Chairman*

W. PHILIP MCLAURIN, M.A.

ADJUNCT MEMBERS: *PETER ISAAC ROSE, PH.D., *Professor of Sociology and Anthropology*

WALTER MORRIS-HALE, PH.D., *Assistant Professor of Government*

LECTURER: ²RHODY A. MCCOY, ED.D.

Prerequisite for all courses in the department is Afro-American Studies 101a and 101b or permission of the instructor, unless otherwise indicated. Students planning to major or to enter the honors program in the department are advised to take courses in one or more of the following fields: English, government, history, music, sociology.

- 101a *The Black Experience in the Americas, I.* A socio-cultural history of black people in North and South America. The African background, enslavement, the middle passage and the captive experience. Relations between master, slaves and freedmen. M T 1:40-2:50. Mr Giles and Members of the Department.
- 101b *The Black Experience in the Americas, II.* The legacy of slavery, emancipation, racial stratification and segregation in various societies; contemporary problems. M T 1:40-2:50. Mr McLaurin.
- 115a *An Introduction to African American Music.* West African origins. Communal spiritualism from 1619 to the present. Th 11-12:50. Mr McIntyre (Music).
- 203a *Education of Black Americans.* Black Americans and public education in the United States, past and present. Special emphasis on the social context of education within the black community in both the South and the North, and on definitions of education within the black community. T 3-5. Mr Giles.
- 204a *Black History in the Public School Curriculum.* Problems and approaches, methods and techniques for incorporating the study of the experience of Africans, Afro-Caribbeans, and Afro-Americans into the curriculum at the elementary and secondary levels. M 3-5. Mr Giles.
- 206b *The Public School in the Black Community.* Topics to be considered are conditions of education in the indigenous community; school-community relations; community control; educational efforts within the black community; how

AFRO-AMERICAN STUDIES

the role and behavior of black educators, community advisory committees, parents councils, and others influence the content and quality of education in black communities. Hours to be arranged. Mr McCoy.

- 213a *The Black Community.* The social, cultural, and economic characteristics of black communities in the United States. Examination of family life, education, political organization, pride and protest. M T 1:40-2:50. Mr Henry (Sociology).
- 213b *Ethnic Minorities in America.* Social organization of a multi-racial and ethnically diverse society. Cultural and political problems in racial and ethnic relations. Internal organization of minorities in different settings. Th 11-12:50, F 12. Mr Rose.
- 214b *Black Theatre.* A study of the black experience as it has found expression in the theatre. Emphasis on the black playwrights, performers, and theatres of the 1950s and 1960s. M 10-11:50. Mr Berkman (Theatre and Speech).
- 216a *Black Political Activism in America.* A study of Black Political Activism in the twentieth century. Special emphasis on the contemporary period, 1945 to the present. An analysis of the role of Black Power politics in the black Americans' equality movement. M T 1:40-2:50. Mr McLaurin.
- 225a *Government and Politics of Sub-Saharan Africa.* An introductory survey of political, economic, and social factors. Traditional African government, colonial administration and influence, and the impact of westernization. The nationalist movements and political development since independence, with emphasis on Ghana, Nigeria, Senegal, Tanzania and South Africa. Pan-Africanism and the place of Africa in world politics. M T 1:40-2:50. Mr Morris-Hale.
- 231b *Ethnology of Africa.* Survey of the major regional and cultural divisions of sub-Saharan Africa with intensive analysis of tribes selected to illustrate the range of economic, political, and social institutions, and the relevance of ecological and historical factors. Th. 4. Mrs Hopkins (Sociology).
- 237a *African Literature.* A survey of traditional and modern forms of sub-Sahara African literature, the relationship of these forms to each other, and the artistic response of modern writers to the distinctive historical developments of their regions. Readings in folklore, poetry, and fiction. Hours to be arranged.

AFRO-AMERICAN STUDIES

- 237b *Literature from Black America and the Caribbean.* A survey of the literature from 1760 to the present. Excerpts from slave narratives, orations, addresses, poetry, fiction, and autobiography, in addition to a focus on the classic novels. Hours to be arranged.

The following courses are open to qualified juniors and seniors by permission of the instructor.

- 300a, 300b *Special Studies.*

- 310b *Problems in the Study of the Black Experience (seminar).* Theory and research. M 7:30. Mr McLaurin.
- 311a *Reform, Revolution and Reaction (seminar).* Racism and response. Study of the form and character of the black equality movement. M 7:30. Mr McLaurin.
- 312b *The Teaching of the Black Experience in Social Studies.* A course for prospective teachers of African, Afro-American or Social Studies in elementary and secondary schools. Organization and presentation of subject matter to be integrated into the social studies curriculum at all levels. Two class hours with observation and directed intern teaching. Prerequisite: 204a or 204b. Admission by permission of the instructor. T 3-5. Mr Giles.
- 321b *The Folk Culture of Black Americans (seminar).* The creative expression of black Americans as seen in the folk culture of the eighteenth and nineteenth centuries and the urban lifestyle of the twentieth. The study of legends and work songs, spirituals, rhythm and blues; examination of African and slave themes; black rage and the rhetoric of "soul". Th 7:30.
- 322b *Ideologies of the Struggle (seminar).* A study of the major ideologies, past and present, of the Afro-American equality struggle. Prerequisite: 311a or permission of the instructor. T 3-5. Mr McLaurin.

- [357b *Comparative Slave Systems in the Americas.*]

THE MAJOR

Adviser: Mr Giles.

Basis: 101a and 101b.

AFRO-AMERICAN STUDIES

Requirements: Nine semester courses, in addition to the basis, as follows:

- A. Two courses chosen from among 115b, 225a, 213a, 213b, 237a, 237b, 214b,
- B. Two other intermediate level courses in the Smith College Afro-American Studies Department or in one of the corresponding departments at Amherst, Hampshire or Mount Holyoke Colleges or the University of Massachusetts.
- C. A choice of 311a or 321a or 357b,
- D. 310b,
- E. Three courses, as determined by the Department of Afro-American Studies in consultation with the student, in a single related department (*e.g.*, English, Government, History, Music, Sociology, Theatre).

An examination of competence.

Field work: Students will be encouraged to participate in field work in one of the following ways: (a) Course-related work in local communities (*e.g.*, Springfield); (b) Research and participation in communities elsewhere in the United States; (c) Study and work abroad (*e.g.*, in sub-Saharan Africa or the West Indies).

With the permission of the department, students may apply to spend the junior year abroad at an African university participating in the African-American Institute's Program or in the Smith Program in Geneva. Adviser for this junior year program: Mr Morris-Hale.

HONORS

Director: Mr Giles.

Requirements: The same as those for the major, including the examination of competence, but a long paper, which may receive one or two semesters' credit, will be substituted for one or two of the courses in Section B of the major requirements listed above.

INTERDEPARTMENTAL MAJOR IN AMERICAN STUDIES

Adviser: Mr Allen Weinstein.

This major aims to bring into a single focus certain courses which explore the history of American culture in its broadest sense. It is limited to fifty students, twenty-five each from the junior and senior classes.

Recommended to sophomores: two semester courses in European history and *one* of the following: History and Social Science 293, or two semesters of American history.

Requirements: eleven semester courses including

Eight essential courses:

Two semester courses in American history,

Four semester courses in the American field from at least two of the following departments: Art, Economics, Education, English, Government, Philosophy, Religion, Sociology, and Theatre.

AMERICAN STUDIES 231a. An interdisciplinary investigation of selected aspects of American civilization. Required of all junior majors. W 7:30. Mr Allen Weinstein.

AMERICAN STUDIES 340b. *Integrating Course*. W 7:30. Mr Murphy.

And a departmental concentration:

Students must select a department in which to take a minimum of five courses including three which may not be counted among the eight essential courses specified above.

An interdepartmental examination set by the American Studies Committee.

HONORS

Director: Mr Allen Weinstein.

Requirements: the same as those for the major, except that a long paper will be substituted for either one or two of the eleven required courses. The program must also include at least one seminar in the junior and senior years.

Three examinations: an interdepartmental examination; a departmental examination in an American subject; and a special examination to test the candidate's ability to do independent research.

GRADUATE

Adviser: Mr Wilson.

AMERICAN STUDIES 455a. *Advanced Studies*. T 3. Mr Wilson.

INTERDEPARTMENTAL MAJOR
IN
ANCIENT STUDIES

Adviser: Mr Cohn-Haft.

Basis: Greek 111 or Latin 112b (or the equivalent); History 101b. Competence in both Greek and Latin is strongly recommended.

Requirements: nine semester courses above the basis. Four chosen from Greek 212a, 212b, 322b, 323a, 332b, 334b, Latin 214a, 214b, 322b, 323a, 333a, 335a, 337; two from History: 201a, 202a, 203b, 204a, 303b; and three chosen from Art 209a, 210b, 211a, 212b, 215a, 310a, 312a, Government 260a, Philosophy 124a, Religion 185, 210a or b, 220b, 235a, 285a, 285b, 287b, 328b, and Sociology 230b.

Note that because of the prerequisites in the Department of Classical Languages and Literatures (see p.88), it will ordinarily be necessary to take a required Latin or Greek course in the sophomore year.

Two examinations: a departmental examination in translation of Greek or Latin or both, and an examination in Ancient History. In both examinations the student will be expected to demonstrate her ability to assess various aspects of the ancient world through the use of source materials in the original.

HONORS IN ANCIENT STUDIES

Director: Mr Cohn-Haft.

Requirements: the same as those for the major, with the addition of a long paper equivalent to one or two semester courses.

Three examinations: one in Latin, or Greek, or in both languages, to be taken no later than the first semester of the senior year; an examination in Ancient History; and an examination in classical literature, art, religion, philosophy, or government.

ART

PROFESSORS: **PHYLLIS WILLIAMS LEHMANN, PH.D., LITT.D.

GEORGE COHEN

CHARLES WHITMAN MACSHERRY, PH.D.

†LEONARD BASKIN, B.A., L.H.D., D.F.A. (HON.)

CHARLES SCOTT CHETHAM, PH.D., *Director of the Museum*

JAMES HOLDERBAUM, PH.D.

WILLIAM LLOYD MACDONALD, PH.D., *Chairman*

JAY RICHARD JUDSON, PH.D.

ROBERT MARK HARRIS, PH.D.

ELLIOT MELVILLE OFFNER, M.F.A.

ASSOCIATE PROFESSORS: PETER GARLAND, M.A.R.C.H.

**EDWARD JOSEPH HILL, M.F.A.

ASSISTANT PROFESSORS: DAVID BATCHELDER, M.A., M.F.A.

HELEN E. SEARING, PH.D.

JOHN DAVID STOKES, M.F.A.

INSTRUCTORS: JAROSLAW VOLODYMYR LESHKO, A.M.

ALAN CURTIS BIRNHOLZ, M.A.

SUZANNE BLOOM, M.F.A.

J. MICHAEL RUSSOM, M.F.A.

GARY L. NISWONGER, M.F.A.

LECTURERS: ¹ANABELL N. HARRIS, M.A.

JUDITH A. LERNER, A.M.

²ELIZABETH MONGAN, A.B.

Students planning to major or to do honors work in art will find that courses in literature, philosophy (233b), religion, and history taken in the first two years will prove valuable. A reading knowledge of foreign languages, especially German, Italian, and French, is strongly recommended as background for historical courses. Biological Sciences 210 is recommended for students with a special interest in landscape architecture. Each of the historical courses may require one or more trips to Boston, New York, or the vicinity for the study of original works of art.

A. HISTORICAL COURSES

- 100 *Introduction to the History of Western Art.* Major representative works of Western art, from antiquity to the present (including painting, sculpture, and architecture), are studied historically and analytically. Three lectures W 2, Th 3, F 2, and one discussion period. Members of the Department. First semester: Mr Judson (*Director*); second semester: Miss Searing (*Director*).
- [101b *Introduction to the History of Western Art.* Restricted to 15 students selected from those taking 100.]

- 102a *Introduction to Historical Architecture.* Major representative works of Western architecture will be studied as stylistic and historic documents. Analytical method, architectural archaeology, and field work will be included. M 10-11:50, T 10. Mr MacDonald.
- 206b *History of Sculpture: 1550 to the Present.* Masterpieces of major representative sculptors and sculptural movements as reflections of European and American civilization during the past four centuries. Recommended background: Art 100, or any course in the history of art after the Renaissance. Offered in alternate years. W Th 10, F 10-12. Mr Holderbaum.
- 207a *Oriental Art.* The art of China and peripheral regions as expressed in painting, sculpture, architecture, porcelain, and the ritual bronzes. The influence of India is studied in connection with the spread of Buddhism along the trade routes of Central Asia. T Th 1:40-2:50. Mr MacSherry.
- 208b *Oriental Art.* The art of Japan, especially painting, sculpture, architecture, and color prints. Particular attention is given to the roles of native tradition and foreign influences in the development of Japanese art. T Th 1:40-2:50. Mr MacSherry.
- 209b *Egyptian Art.* The architecture, sculpture, painting, and minor arts of Egypt from the earliest times to the Islamic conquest, with emphasis upon the principal sites. Artistic developments will be related to the unique religious philosophy and history of Egypt. To be offered only in 1972-73. Prerequisite: 100. W Th F 12. Mrs Lerner.
- 210a *The Art of the Ancient Near East.* The architecture and representational arts of Mesopotamia, Syria, Anatolia, and Iran from the prehistoric to the Islamic periods, discussed in the context of cultural and historical developments. To be offered only in 1972-73. Prerequisite: 100. W Th F 12. Mrs Lerner.
- 211a *The Art of Greece.* Architecture, sculpture, painting, and the minor arts from the prehistoric background to the late Hellenistic age. M T W 9. Mrs Lehmann.
- 212b *The Art of Rome.* Architecture, sculpture, painting, and the minor arts from the late Hellenistic and Etruscan backgrounds to the late antique antecedents of Christian art. Recommended background: 211a or 100. M T W 9. Mr MacDonald.
- [214c *Roman Art: Late Republican and Early Imperial Monuments.* Rome, Italy.]

ART

- [215a] *The Ancient City*. A study of the planning, artistic forms, and architectural characteristics of Mediterranean cities in ancient times; Greek and Roman cities and towns will be emphasized. Social and political factors will be considered in relationship to visual and artistic principles. M T W 10. Mr MacDonald.]
- [220a] *Early Christian and Byzantine Architecture*. Design and meaning in the architecture of the Christian Roman Empire and the Byzantine era. Emphasis will be on monuments of the fourth, sixth, ninth to eleventh centuries, and the city of Constantinople. Prerequisite: 100 or 221a, or History 215a. Offered in alternate years. M 10-11:50, T 10. Mr MacDonald.]
- 221a *Early Medieval Art*. Art from the time of Constantine to Charlemagne with emphasis on painting, mosaic, and sculpture. Prerequisite: 100, 220a, or the equivalent. M 12, T 11-12:50, W 11. Mr Harris.
- 222b *Romanesque and Byzantine Art*. Architecture, sculpture, illuminated manuscripts, and painting from the ninth through the twelfth centuries with emphasis on England, France, Germany, and the Byzantine Empire. Prerequisite: 100 or the equivalent, or 221a. M 12, T 11-12:50, W 11. Mr Harris.
- [224b] *Gothic Art*. Architecture, sculpture, and painting from the thirteenth through the fifteenth centuries with emphasis on France, England, and Germany. Prerequisite: 100.]
- 225c *The Gothic Cathedral in France from the Mid-Twelfth to the Mid-Thirteenth Century*. Summer, 1972. Paris, France. Miss Vandersall.
- 232a *Northern Art*. Dutch, Flemish, French, and German art from the fourteenth through the sixteenth century. From Van Eyck to Bruegel. Given in alternate years. Recommended background: 100. M T 8:40-9:50, W 9 at the option of the instructor. Mr Judson.
- [233a] *Italian Fifteenth-Century Art*. The painting, sculpture, and architecture of the early Renaissance. Recommended background: 100. Alternates with 235a. W Th 10, F 10-11:50. Mr Holderbaum.]
- 235a *Italian Sixteenth-Century Art*. Painting, sculpture, and architecture from the High Renaissance to the Counter-Reformation. Recommended background: 100. Alternates with 233a. W Th 10, F 10-12. Mr Holderbaum.
- 239c *Michelangelo*. Summer, 1972. Florence, Italy. Mr Holderbaum.

- [241a *The Art of the Seventeenth Century in Italy, France, and Spain.* Recommended background: 100. M T 8:40-9:50, W 9 at the option of the instructor. Offered in alternate years. Mr Judson.]
- 242b *Dutch and Flemish Art of the Seventeenth Century.* From Bruegel to Rembrandt. Emphasis on painting and drawing. Recommended background: 100. M T 8:40-9:50, W 9 at the option of the instructor. Mr Judson.
- [243c *Dutch Art: Sixteenth and Seventeenth Centuries.* Amsterdam, The Netherlands.]
- 244b *Baroque Architecture.* Design and meaning in the architecture of Italy and other western European countries from the later sixteenth to the early eighteenth century. Offered in alternate years. Recommended background: 100 or 102a. M 12, T 11-12:50. Mr MacDonald.
- [246a *Art of the Eighteenth Century in Europe.* Painting, architecture and sculpture in Europe, with emphasis on developments in England and France. Offered in alternate years. Recommended background: 100. W Th F 12, Th 11 at the option of the instructor. Miss Searing.]
- 251a *Nineteenth-Century Art.* From Goya and Jacques Louis David through the Impressionist and Post-Impressionist painters. Recommended background: 100. W Th F 12. Mr Leshko.
- 252a *Russian Art.* Architecture and figural arts from the early middle ages to the present. Byzantine influences, icon painting, church architecture, relationships with the West, and the connection of art with Russian culture generally will be studied. Prerequisite: 100. Th F 8:40-9:50. Mr Birnholz.
- [253a *The Arts in America.* The art of Colonial America and the Early Republic, from the seventeenth to the nineteenth century, including architecture, sculpture, painting, and the decorative arts.]
- [254b *The Arts in America.* American art of the nineteenth and twentieth centuries with emphasis on the major figures and main currents in the various arts.]
- 255a *Architecture of the Nineteenth Century.* The background of modern architecture from the late eighteenth century to the 1890s. Alternates with 246a. Recommended background: 100 or 280a, b. M T 1:40-2:50. Miss Searing.
- 256b *Contemporary Art.* Twentieth-century movements in various European countries and Mexico. Recommended background: 100 or 251a. W Th F 12. Mr Leshko.

ART

- [257a, 257b *Modern Architecture and Its Immediate Background*. Architecture of the last hundred years with particular emphasis on the work of H. H. Richardson, Louis Sullivan, Frank Lloyd Wright, and the European architects of the International Style. Recommended background: 100 or 280a, b. Prerequisite for 257b: 255a or 257a.]
- 258b *Architecture of the Twentieth Century*. Modern architecture and urbanism from 1890 to the present. Recommended background: 100, 255a, or 280a, b. M T 1:40-2:50. Miss Searing.
- 259b *Art of the Film: The Moving Image*. Introduction to the study of the motion picture as a visual art. Emphasis on the viewing and critical analyses of selected films illustrating the historical and formal development of the medium. Admission by permission of the instructor. Enrollment limited to twenty-five students. Not open to freshmen. M T 2-4 and film viewing study period, T 7:30. Mr Cohen.
- 301, 301a, 301b *Special Studies*. Normally by permission of the department for junior and senior majors and for qualified juniors and seniors from other departments.
- 303b *Problems in the History of Art*. Required of senior honors students. Th 4. Mr Harris.
- 306a *Colloquium on the Art of the Italian Renaissance*. The study of original masterpieces on field trips to museums will be emphasized. Students who prefer to offer a formal seminar report will have that option. Mr Holderbaum.
- 307b *Colloquium on Michelangelo*. Hours to be arranged. Mr Holderbaum.
- 308a *Studies in English and American Art (colloquium)*. M 3-5. Miss Searing.

SEMINARS

- 310a *Studies in Ancient Painting*. T 3. Mrs Lehmann.
- [312a *Studies in Greek Sculpture*. T 3. Mrs Lehmann.]
- [315a *Studies in Late Antique Art*. M 3-5. Mr MacDonald.]
- 321a *Studies in Early Medieval Art*. Th 4-6. Mr Harris.
- [324b *Studies in Gothic Art*.]
- 331a *Studies in Northern Painting*. M 7:30. Mr Judson.

- 342b *Problems in Seventeenth-Century Art*. M 7:30. Mr Judson.
- 351a *Studies in Nineteenth-Century European Art*. T 3-5. Mr Leshko.
- 352b *The History of Graphic Arts*. M 3-5. Miss Mongan.
- 356b *Studies in Twentieth-Century Art*. T 3-5. Mr Birnholz.
- 357a *Introduction to Museum Problems*. Open to junior and senior Art majors only.
T 3-5. Mr Chetham.
- 359a *Studies in Modern Architecture*. M 3-5. Mr MacDonald.

GRADUATE

For information about graduate work in art, application should be made to the Chairman of the Department.

Adviser: Mr Holderbaum.

- 400 *Research and Thesis*.
- 401, 401a, 401b *Advanced Studies*. May be taken for double credit.
- 433a, [434b] *Art of the Italian Renaissance*. Mr Holderbaum.

B. STUDIO COURSES

Director of Studio Art: Mr Offner.

A fee for basic class materials is charged in 161a, 161b, 182a, 182b, 262b, 265b, 271a, 273a, 275a, 282b, 305a, 367a, 372b, 374b, 386a. The individual student is responsible for the purchase of any additional supplies she may require. The department reserves the right to retain examples of work done in studio courses.

It is recommended that studio art majors fulfill the Art 100 requirement in the freshman or sophomore year.

INTRODUCTORY COURSES

Studio courses at the 100 level are designed to accept all interested students with or without previous art experience. Enrollment is limited to twenty students per section. A 100-level course is normally the prerequisite for most 200- and 300-level courses.

ART

- 161a *Design Workshop, I.* An introduction to the visual experience through a study of the basic principles of design. Nine studio hours of which six must be M T 10-12:50, Mr Russom; M T 2-4:50, Mr Cohen; Th F 10-12:50, Mrs Bloom (*Director*).
- 161b A repetition of 161a.
- 163a *Drawing, I.* An introduction to the visual experience through a study of the basic elements of drawing. Nine studio hours of which six must be M T 2-4:50, Mr Russom; Th F 10-12:50, Mr Stokes. Mr Russom (*Director*).
- 163b A repetition of 163a. Nine studio hours of which six must be Th F 2-4:50, Mr Stokes; Th F 10-12:50, Mrs Bloom.
- 182a *Photography, I.* An introduction to the visual experience through a study of the basic elements of photography as an expressive medium. Nine studio hours of which six must be M T 2-4:50, Mr Hill; Th F 2-4:50, Mr Batchelder. Priority given to freshmen and sophomores. Mr Batchelder (*Director*).
- 182b A repetition of 182a. Nine studio hours of which six must be Th F 2-4:50. Mr Batchelder.

INTERMEDIATE COURSES

Unless stated otherwise, the prerequisite for intermediate courses is one introductory course.

- 262b *Design Workshop, II.* Experimental work in form, color, and structure. Prerequisite: 161a or b or permission of the instructor. Nine studio hours of which six must be Th F 10-12:50. Mr Stokes.
- 264a *Drawing, II.* A continuation of *Drawing, I* with emphasis on more advanced problems. Prerequisite: 163a or b or permission of the instructor. Nine studio hours of which six must be M T 10-12:50. Mr Hill.
- 264b A repetition of 264a. Nine studio hours of which six must be M T 10-12:50. Mr Russom.
- 265b *Color.* Studio projects in visual organization stressing the understanding and application of color principles. Related problems using collage and assemblage. Prerequisite: 161a or b or permission of the instructor. Nine studio hours of which six must be M T 10-12:50. Mr Cohen.
- 266a *Painting, I.* Various forms of spatial and pictorial concepts are investigated through such media as watercolor, oil, acrylic, and mixed media. Prerequisites: 161a or 161b, or 163a or 163b, or 182a or 182b, and permission of the instructor. Th F 2-4:50. Mrs Bloom.

- 266b A repetition of 266a. Nine studio hours of which six must be Th F 2-4:50. Mrs Bloom.
- 271a *Graphic Arts*. Methods of print making, with emphasis on intaglio techniques. M T 2-4:50. Mr Niswonger.
- 273a *Sculpture, I*. The human figure and other natural forms. Work in modeling, casting, and welding. Nine studio hours of which six must be Th F 2-4:50. Mr Offner.
- 275a *An Introduction to Printing*. Setting type and printing books and ephemera on the hand-press. Examination and study of fine printing and rare books. Enrollment limited to ten students. No prerequisite. Admission by permission of the instructor. Th F 10-12. Mr Offner.
- 280 *Introduction to Architecture, City Planning, and Landscape*. Preliminary instruction in drafting, perspective, and lettering, followed by planning and design problems. Th F 2-4:50. Mr Garland.
- 282b *Photography, II*. Light sensitive processes are employed as a means of visual expression. Admission by permission of the instructor. Th F 2-4:50. Mr Batchelder.

ADVANCED COURSES

Unless stated otherwise, the prerequisite for advanced courses is one intermediate course.

- 301, 301a, 301b *Special Studies*. Normally by permission of the department for junior and senior majors and for qualified juniors and seniors from other departments.
- 305a *The Teaching of Art*. The process, philosophy, planning and organizing of creative activities in the elementary and secondary schools through the use of several media with the emphasis on found materials. Admission by permission of the instructor. M 7:30.
- (Students who wish 305a to be credited as a course in Education should see the listings of the Department of Education and Child Study.)
- 362b *Painting, II*. Individual expression in painting, using various media. Prerequisites: 265a or 266a and permission of the instructor. M T 2-4:50. Mr Russom.
- [363b Experiments in Multiple Media. Problems in the integration of visual media and an exploration of new artistic materials and means. Prerequisite: two intermediate studio courses.]

ART

- 367a *Serigraphy*. Experiments in line, color, and form using the graphic medium of silkscreen. Admission by permission of the instructor. Enrollment limited to fifteen students. Th F 2-4:50. Mr Stokes.
- 372b *Graphic Arts, II*. Advanced study in printmaking, with emphasis on lithography. Prerequisite: 271a, or permission of the instructor. M T 2-4:50. Mr Niswonger.
- 374b *Sculpture, II*. Continuation of *Sculpture, I* with work in advanced media. Prerequisite: 273a, or permission of the instructor. Nine studio hours of which six must be Th F 2-4:50. Mr Offner.
- 381 *Architecture*. Further problems in planning and design together with instruction in elementary construction. Prerequisites: 280a and b. Th F 11-12:50. Mr Garland.
- 383a *Problems in Landscape Design, I*. Prerequisites: 280a and b. Th F 11-12:50. Mr Garland.
- 384b *Environmental Design*. Readings and discussion in landscape architecture, garden design, urban design, city planning, and architecture. Hours to be arranged. Mr Garland.
- [386a *Film Making*. Prerequisite: 282b and permission of the instructor. Th F 9-11:50. Mr Batchelder.]

SEMINARS

- 340a *Seminar in Visual Studies*. M T 10-12:50. Mr Cohen.
- 341b *Seminar in Visual Studies*. Calligraphy. The art of writing and constructing letters and the use of calligraphy and lettering as design. Th F 10-11:50. Mr Offner.
- [342b *Seminar in Visual Studies*. M T 2-4:50. Mr Hill.]
- [343b *Seminar in Visual Studies*. Th F 2-4:50. Mr Batchelder.]
- [344a *Seminar in Visual Studies*. M T 2-4:50. Mrs Bloom.]
- [345a *Seminar in Visual Studies*. Th F 9-11:50. Mr Stokes.]
- [346b *Seminar in Visual Studies*. M T 10-12:50. Mr Russom.]

GRADUATE

- 460a, 460b *Studies in Design, Drawing, Painting, Photography, Graphic Arts, or Sculpture*. Members of the Department.

481 *Architecture.*

483 *Landscape Architecture.*

THE MAJOR

Advisers: Mr Batchelder, Mr Birnholz, Mrs Bloom, Mr Cohen, Mr Harris, Mr Hill, Mr Holderbaum, Mr Judson, Mrs Lehmann, Mrs Lerner, Mr Offner, Mr Russom, Miss Searing, Mr Stokes.

Based on 100, or 161a or b, or 163a or b, or 182a or b. Exemption from 100 will be granted to students who pass an examination administered by the department at the beginning of the year.

Plan A

Basis: 100

Requirements: 100 and one course in Section B and seven semester courses in Section A, of which three should include courses from three of the six areas Alpha through Zeta.

Alpha (Ancient): 211a; 212b; 215a; 301b; 312a or b; 315a.

Beta (Medieval): 220a; 221a; 222b; 224b; 225c; 321a; 324b.

Gamma (Renaissance): 232a; 233a; 236c; 235a; 239c; 306a; 331a.

Delta (Baroque and Rococo): 206b; 241a; 242b; 244b; 246b; 253a; 342b; 346a; 352b.

Epsilon (the last 200 years): 251a; 253a; 254b; 255a; 256b; 257a and b; 258b; 259a or b; 308a; 351a; 356a or b; 358b; 359a.

Zeta (Oriental or African): 207a, 208b.

The senior competence requirement may be *either*:

1. *A comprehensive examination.* This will be a more or less traditional written examination consisting of a question or two chosen by the major from a fairly large number of questions dealing with broad topics such as style, iconography, media, etc., *or*
2. *A topic for independent reading.* If a student elects this choice, she will confer with the faculty member who teaches the subject of her interest and that faculty member will provide her with a reading list and advice about procedure. After two or three weeks of outside reading, she will then be examined orally or pass in a short critical paper. In this election, the topics will be fairly restricted, for example: Twelfth-Century Sculpture in France; The Early Etchings of Rembrandt.

ART

Plan B

Basis: 100 and, in addition, 161a or b, or 163a or b, or 182a or b.

Requirements: The basis, plus seven semester courses in studio art, and two semester courses in history of art from two of the six areas Alpha through Zeta.

Majors are strongly urged to take at least one seminar. Two semester courses in closely related subjects offered by other departments may, with the approval of the adviser, be counted as credit toward the major.

The senior competence requirement: In addition to course requirements, seniors are required to do an independent project of no less than six weeks' duration. Proposals are to be submitted for departmental approval between December 1 and February 1. The deadline for completion of the project is May 1.

Recommendation: During the fall term, all studio seniors will meet with members of the studio faculty at three-week intervals (W 7:30-10) for the purpose of developing out of current work a conception and working plan for the project.

HONORS

Director: Mr Harris.

Basis: 100.

Requirements: Eight semester courses, including 303b, taken during the second semester of the senior year. In addition, the candidate will write a long paper during the first semester of that year equivalent to one semester course.

Two examinations: a general examination on the history of art; and one testing the candidate's ability to analyze and to interpret original works of art.

ASTRONOMY

PROFESSOR: *WALTRAUT CAROLA SEITTER, PH.D., HABILITATION
ASSISTANT: KRYSZYNA HELENA JAWOROWSKA

LECTURERS: †THOMAS TRAVIS ARNY, PH.D. (Associate Professor, University of Massachusetts)
TOM R. DENNIS, PH.D. (Assistant Professor, Mount Holyoke College)
WILLIAM A. DENT, PH.D. (Assistant Professor, University of Massachusetts)
COURTNEY P. GORDON, PH.D. (Assistant Professor, Hampshire College)
KURTISS J. GORDON, PH.D. (Assistant Professor, Hampshire College)
GEORGE S. GREENSTEIN, PH.D. (Assistant Professor, Amherst College)
†EDWARD ROBERT HARRISON, F.INST.P. (Professor, University of Massachusetts)
G. RICHARD HUGUENIN, PH.D. (Professor, University of Massachusetts)
WILLIAM MICHAEL IRVINE, PH.D. (Professor, University of Massachusetts), *Chairman*
RICHARD N. MANCHESTER, PH.D. (Assistant Professor, University of Massachusetts)
JOHN D. STRONG, PH.D. (Professor, University of Massachusetts)
EUGENE TADEMARU, PH.D. (Assistant Professor, University of Massachusetts)
JOSEPH H. TAYLOR, JR., PH.D. (Assistant Professor, University of Massachusetts)
DAVID J. VAN BLERKOM, PH.D. (Assistant Professor, University of Massachusetts)

The Astronomy Department is a five college department. Courses designated FC (Five College) are taught jointly with Amherst College, Hampshire College, Mount Holyoke College and the University of Massachusetts. The astronomy resources of all five institutions are available for student use. They include, among others, an observatory on the roof of McConnell Hall, the Whately Observatory of Smith College with a 16" Cassegrain Reflector, the Five College Radio Observatory in the Quabbin Reservoir region, the Amherst Observatory with an 18" refractor. Students may obtain research and thesis material here or as guest observers at other observatories in the United States or in Bonn, Germany.

ASTRONOMY

Students entering the Master's and Doctor's programs in astronomy are expected to have a sound background in undergraduate physics and mathematics.

101a, 101b *Introduction to Astronomy*. The motions and physical nature of the moon, the planets, comets, and meteors. Introduction to elementary astronomical spectroscopy and the laws of radiation. Hypotheses of the origin of the solar system, the structure of the sun. Study of stars, stellar systems, and recent theories of stellar and galactic evolution. Opportunity for laboratory work, astronomical observation at the Smith College campus and Whately observatories, and the use of the Amherst College planetarium. Lectures and discussion. W Th 10, F 10-12; laboratory-observation periods by arrangement.

122a (FC22) *General Astronomy*. A quantitative introductory course describing our present knowledge of the universe and the means whereby it has been obtained. The properties of the solar system, individual and multiple stars, interstellar matter, our galactic system, external galaxies, and the possibility of extraterrestrial life are considered. Prerequisites: Mathematics 104a or b and Physics 115; or permission of the instructor. T Th 2-3:30.

122b (FC22) *General Astronomy*. Repetition of 122a. T Th 2-3:30.

SCIENCE 193a, 193b *Science for the Humanist: Atoms and Galaxies*. See p. 213.

231a (FC31) *Space Science: Topics of Current Astronomical Research*. The aims and results of space research and exploration, recent developments in stellar evolution, cosmology, and current research in radio astronomy. Prerequisite: 101 or 122; intended primarily for students in Major Program I. M W 2.

234b (FC34b) *Development of Astronomy*. The history of astronomy is traced from prehistoric petroglyphs to the space age. Emphasis is placed on the development of important ideas in the field and the relation of astronomy to other cultural trends. Prerequisites: 101 or 122 or permission of the instructor. M W 2.

237a (FC37a) *Astronomical Observation*. An introduction to the techniques of gathering and analyzing astronomical data. Subjects to be covered depend somewhat on individual interests: fundamental astronomical catalogs and their uses, photography, photometry, spectroscopy and classification of spectra, techniques of planetarium use, basic radio astronomy, introduction to telescope design and use, the astronomical distance scale. Three hours of classroom work per week, some of which will be observing sessions to be arranged. Prerequisite: 101a, 101b, 122a, or 122b; intended primarily for students in Major Program I. T Th 2.

ASTRONOMY

- 238b (FC38b) *Techniques of Modern Astronomy*. An introduction to modern methods of astronomical observation and data reduction. Specific techniques of optical astronomy, radio astronomy, and space astronomy will be discussed and analyzed. Laboratory experiments and field observations will also be performed by students during the semester. Prerequisite: Physics 115 or permission of the instructor. T Th 2.
- 301a, 301b *Special Studies*. Admission by permission of the department for students who have had three semester courses in astronomy. Opportunities for theoretical and observational work are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy, and exobiology.
- 343a (FC43a) *Astrophysics (I)*. Basic topics in astrophysics. Equilibrium configurations and the physical state of stellar interiors. Polytrope models. Interaction of radiation and matter, and radiative transfer. Radiative and convective equilibrium. Study of opacity. Prerequisite: Physics 214b and 220b, or permission of the department. M F 1:30-3:20.
- 344b (FC44b) *Astrophysics (II)*. Continuation of basic topics in astrophysics. Sources of nuclear energy. Stellar atmospheres and limb darkening. Electron degenerate configurations. Star formation. Introduction to simple model building. Stellar evolution. Elementary plasma physics. Prerequisite: 343a or permission of the department. M F 1:30-3:20.

See also courses in the History of Science, pp. 212-213.

GRADUATE

- UMass 700 *Independent Study*. Special study in some branch of astronomy or astrophysics, either theoretical or experimental, under the direction of a member of the faculty. Prerequisites: Permission of the Chairman and the instructor.
- UMass 730 *Radio Astrophysics*. The physical theory fundamental to Radio Astronomy: propagation of electromagnetic waves in plasma; Faraday rotation; the emission and absorption of synchrotron radiation and bremsstrahlung emission; spectral lines at radio frequencies; non-thermal radio source models. Prerequisites: Physics 234b and 340a.
- UMass 731 *Radio Astronomy*. An introduction to observational radio astronomy. Topics will include a brief survey of areas to which radio observations have made important contributions; antenna systems, interferometers, radiometric systems, and other instrumentation; observing methods and techniques such as lunar occultations. Prerequisites: 234b and 230a.

ASTRONOMY

- UMass 740 *Galactic and Extragalactic Astronomy*. The stellar density and luminosity functions as applied to the problem of galactic structure. Determination of the galactic force field from stellar motions. Spiral structure, star clusters, and their stability. Prerequisite: Physics 240b or permission of the instructor.
- UMass 741 *The Interstellar Medium*. Observed properties of the interstellar medium from optical and radio data: composition, distribution, and motions. Transfer of dilute radiation and its production in a rarified gas. The dynamics of the gas as influenced by radiation and gravity. Prerequisites: 344b or permission of the instructor.
- UMass 743 *Stellar Atmospheres*. Theory of stellar atmospheres. Observational methods and data, formation of the continuous spectrum, line formation and curve of growth techniques in normal stars, stars with envelopes, variable stars, novae, magnetic fields in stars. Departures from local thermodynamic equilibrium. Prerequisite: 344b.
- UMass 744 *Stellar Structure*. A study of stellar structure and evolution. This course will consider topics in energy generation and transfer in the interior of stars, convective and radiative equilibrium, the computation of stellar models and evolution of young and old stars, red giants, pulsating stars, novae and white dwarfs. Prerequisites: 343a, UMass Computer Science 409 or the equivalent.
- UMass 745 *The Sun*. The determination of physical conditions in the solar atmosphere using the various observational data. Features of both the quiet and the active sun are discussed, including granulation, limb darkening, plagues, and sunspots. Solar-terrestrial relationships. Prerequisite: 344b.
- UMass 746 *Solar System Physics*. The physics and chemistry of planetary atmospheres, surfaces, and interiors. Comets, meteors, and asteroids. The solar wind, solar terrestrial relations, and the interplanetary medium. Advanced topics in mechanics applicable to astronomical problems. Prerequisites: Physics 234b and 240b and Astronomy 344b, or permission of the instructor.
- UMass 748 *Cosmology and General Relativity*. Observational cosmology and cosmological principles. Background radiation and Olbers' paradox. Newtonian cosmology. General relativity, gravitational waves, relativistic cosmology, and gravitational collapse. Theories of the universe and the origin of celestial structure. Prerequisite: Physics 340a, or permission of the instructor.
- UMass 850 *Advanced Topics in Astronomy*. Topics of special interest not currently covered in regular courses. Prerequisite: permission of the instructor.

UMass 860 *Seminar on Research Topics in Astronomy*. Topics of current interest not covered in regular courses. Instruction via reading assignments and seminars.
Prerequisite: permission of the instructor.

THE MAJOR

Adviser: Miss Seitter.

Two programs are offered:

Program I is designed to meet broad individual interests, incorporating courses in related fields such as the history and philosophy of science. It is intended for students interested in secondary school teaching or scientific writing and editing. A departmental adviser should be consulted as soon as possible for further details and help in planning individual curricula.

Basis: 101, or 122a or b.

Requirements: Ten semester courses including Physics 115; Mathematics 202a or 202b and 222a, or the equivalent; any four upper division astronomy courses. The remaining courses may be in related fields such as mathematics, physics, or the history and philosophy of science. Students planning to teach in secondary schools may wish to elect courses in education as well.

Program II is designed for pre-professional students planning to do graduate work in astronomy.

Basis: 101a and 101b, or 122a or 122b.

Requirements: Ten semester courses including Physics 115; Mathematics 104a or 104b, 202a or 202b and 222a, or the equivalent; and at least two semesters of astronomy taken from 237a (FC37a), 238b (FC38b), 343a (FC43a), 344b (FC44b), or graduate courses. The remaining courses should be elected from advanced astronomy and physics courses. Students are particularly urged to take Physics 220b, 320a, 334a, 340a, and 348b.

A project or paper in the senior year.

HONORS

Director: Any member of the joint department.

Prerequisites: 101, or 122a or b; Physics 115.

Requirements: Eight semester courses including the following: 343a (FC43a), 238b (FC38b), (or other combinations approved by the department); Mathematics 202a or b, and 222a; and at least two additional semester courses in physics, and two in mathematics; and a thesis equivalent to two semester courses on a topic approved by the department.

An honors thesis and an oral examination on the thesis.

INTERDEPARTMENTAL MAJOR
IN
BIOCHEMISTRY

Advisers: Mr deVillafranca, Mr Hellman.

Based on Biological Sciences 201a, and Chemistry 101a or 102a or 102b or 103a.

Requirements: Biological Sciences 100a or b, 201a, 300a, 302b; Chemistry 101a or 102a or 102b or 103a, 222, 231a, 352a; and two additional courses selected from Chemistry or the Biological Sciences with approval of the adviser. Mathematics 104a or b, or its equivalent, is a prerequisite for Chemistry 231a.

Recommended courses: Students planning further study in Biochemistry are advised to include Physics 115, the second semester of Chemistry 231, and additional courses in mathematics.

Exemption from required introductory courses may be obtained on the basis of Advanced Placement or departmental examinations.

Students are advised to complete all introductory courses as well as Biological Sciences 201a and Chemistry 222 before the junior year.

An examination or paper in Biochemistry.

HONORS

Directors: Mr de Villafranca, Mr Hellman.

Requirements: Biological Sciences 100a or b, 201a, 300a, 302b; Chemistry 101a or 102a or 102b or 103a, 222, 231a, 352a; and one additional course selected from the Biological Sciences or Chemistry with approval of the adviser; a research project equivalent to one course each semester of the senior year.

An examination in Biochemistry and an oral presentation of the honors thesis.

THE BIOLOGICAL SCIENCES

PROFESSORS:	**ELIZABETH DOROTHY ROBINTON, PH.D. B. ELIZABETH HORNER, PH.D. GEORGE WARREN DE VILLAFRANCA, PH.D.
ASSOCIATE PROFESSORS:	CARL JOHN BURK, PH.D., <i>Chairman</i> DAVID ANDREW HASKELL, PH.D. ELIZABETH ANN TYRRELL, PH.D. ARNOLD E. S. GUSSIN, PH.D.
ASSISTANT PROFESSORS:	JEANNE ADELE POWELL, PH.D. †JOYCE MARIE GREENE, PH.D. LOUISE LUCKENBILL EDDS, PH.D. STEPHEN G. TILLEY, PH.D. PHILIP D. REID, PH.D. ROBERT B. MERRITT, PH.D.
DIRECTOR OF THE BOTANICAL GARDENS:	GREGORY D. ARMSTRONG, B.S., KEW DIP.
TEACHING FELLOWS:	THOMAS C. MCGRATH, A.M. CAROLYN A. BARRETT, B.A. DOMINICK A. CANNATA, B.S. B. REED GOOSEN, B.A. ALEXANDER G. ANAGNOS, B.S. MARJORIE HOLLAND SACKETT, A.B. MARILYN JEAN MARTINYAK, A.B. JANE S. MORELLO, B.A.
LECTURER:	MARY HELEN LAPRADE, PH.D.

Students planning to major in the Biological Sciences are advised to take 100a or b and an additional semester course in the department during the freshman year. Chemistry 101a, or 102a or b, or 103a should be taken not later than the sophomore year. Chemistry 222 and Physics 115 are strongly recommended for all majors.

Students who have attained scores of 4 or 5 on the College Board Advanced Placement examination are automatically qualified for entrance into courses for which 100a or b is the sole prerequisite. Other students who wish to elect 100a or b, or courses for which 100a or b is a prerequisite, and who offer entrance units in biology, *must take* the departmental placement examination at the opening of college before the beginning of classes. On the basis of this examination, selected students will be admitted directly to courses having 100a or b as a requirement.

Unless otherwise stated, 100a or b or permission of the instructor is a prerequisite for all other courses in the department. Note that there are additional prerequisites for some advanced courses.

THE BIOLOGICAL SCIENCES

- 100a *Principles of the Biological Sciences.* An introduction to the study of life from the level of molecules and cells through the organism to the community, ecosystem, and the biosphere. The cell theory, the genetic code, evolution, and ecological relationships are stressed as unifying integrative concepts; the structure and function of the vertebrate animal and the vascular plant are examined and contrasted. Two lectures and one three-hour laboratory. Lec. Th F 8:40-9:50; 8-8:40 at the option of the instructor; lab. M, T, Th or F 2-4:50 or T 9-12. Members of the Department. Mr Haskell (*Director*).
- 100b A repetition of 100a. Lec. Th F 8:40-9:50, 8-8:40 at the option of the instructor; lab. T or Th 2-4:50. Members of the Department. Mr Haskell (*Director*).
- 111a *Plant Biology.* Plant structure and function at the cellular, organismal, and population level; phylogenetic survey of the plant kingdom; plants and civilization. Two lectures and one three-hour laboratory. Lec. M 10-11:50, T 10; lab M 2-4:50. Mr Reid.
- 122b *Microorganisms and Man.* A study of microorganisms in relation to man and his environment. Through lectures, demonstrations and discussion the merits and hazards of microbial activities will be illustrated. Designed for the non-biological science major. No prerequisite. Lec. M 10-11:50, T 10. Miss Tyrrell.
- 130a *Vertebrate Zoology.* Evolution of form and function in vertebrates. Three lectures and two two-hour laboratories. Lec. W Th F 10; lab. Th F 11 or Th F 2. Miss Horner.
- 130b A repetition of 130a. Lec. W Th F 10; lab. Th F 11. Miss Horner.
- 131b *Invertebrate Zoology.* A study of a wide variety of invertebrate animals with emphasis on their unique features as individual animals and their phylogenetic relationships. Two lectures and two two-hour laboratories. Lec. M T 9; lab. M T 2-3:50. Mrs Laprade.
- 132b *Mammalian Physiology and Anatomy.* A study of the function and structure of mammalian organ systems with emphasis on man. Three lectures and one three-hour laboratory. Lec. M 12, T W 11; lab. M or Th 2-4:50. Mr de Villafranca, Mrs Edds.
- 201a *Cell Biology.* An introduction to the cellular and sub-cellular organization and function in representative examples from plants, animals, and unicellular organisms which illustrate the unity of biological material. Prerequisite: Chemistry 101a or the equivalent, or permission of the instructor. Three

THE BIOLOGICAL SCIENCES

lectures and one three-hour laboratory. Lec. M T 8:40-9:50, W 9; lab. M, Th or F 2-4:50. Mr de Villafranca, Mr Reid.

- 202b *Genetics*. A study of the principles of inheritance of likeness and variation with some application to man. Two lectures and three hours of laboratory. Lec. M T 8:40-9:50; lab. M or T 2-4:50. Mr Merritt.
- 210 *Horticulture*. Theory and practice of plant cultivation and improvement, with a study of the species commonly cultivated and the preparation of gardens. Two lectures and two two-hour laboratories. Lec. Th F 10; lab. Th F 11-12:50. Mr Armstrong.
- [211a *Morphology of the Non-Vascular Plants*. Studies in the structure, reproduction, phylogeny, classification, and significance of selected algae, fungi, liverworts, and mosses. Prerequisite: 111a or b or permission of the instructor. Three hours of lecture and two hours of laboratory. Offered in alternate years. W 7:30-9:30 and three hours to be arranged. Mr Haskell.]
- [212b *Morphology of the Vascular Plants*. Studies in the structure, reproduction, phylogeny, classification, and significance of living and fossil ferns, fern allies, gymnosperms, and angiosperms. Prerequisite: 111a or b or permission of the instructor. Three hours of lecture and two hours of laboratory. Given in alternate years. W 7:30-9:30 and three hours to be arranged. Mr Haskell.]
- 213b *Plant Systematics*. Classical and modern approaches to the taxonomy of higher plants with emphasis on evolutionary trends and processes, principles of classification and identification of local flora. Field work. Two lectures and three hours of laboratory. Lec. Th 3, F 2; laboratory hours to be arranged. Mr Burk.
- 214b *Plants and Human Welfare*. Exploitation of plants as food and fibre in the context of an overpopulated, shrinking world; agrarian economy and modern man. Offered in alternate years. No prerequisite. M 7:30-9:30 and two hours to be arranged. Mr Reid.
- 220a *General Bacteriology*. Distribution, classification, and general morphology of bacteria, followed by an introduction to bacterial physiology and methods of controlling bacterial growth. Prerequisite: Chemistry 101a or the equivalent. Two lectures and two two-hour laboratories. Lec. Th 3, F 2; lab. W 2-3:50, F 3-4:50. Miss Tyrrell.
- 231a *Embryology*. A study of gametes, fertilization, cleavage, gastrulation, and the early development of organ systems in amphibians, birds, and mammals. Prerequisite: 130a or permission of the instructor. Two lectures and one four-hour laboratory. Lec. Th F 10, F 11 at the option of the instructor; lab. Th 2-5:50. Miss Powell.

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- 232b *Histology*. A study of animal tissues including their origin, differentiation, functions, and their arrangement in organs. Prerequisites: 130a or 132b. Two lectures and two two-hour laboratories. Lec. Th F 10-10:50; lab. Th F 11-12:50. Mrs Edds.
- 240a *Principles of Ecology*. A study of the relation of plants and animals to each other, as well as to the physical and chemical factors operating on them in different environments. Attention is given to populations, energy relationships, limiting factors, community organization, and succession. Three lectures and three hours of laboratory or field work. Lec. M T W 9; lab. M or T 2-4:50. Mr Tilley.
- 241a *Conservation of Natural Resources*. Basic ecological principles and their application to the conservation for human society of soil, water, vegetation, and wildlife. Two lectures and one fall field trip. Lec. Th 7:30-9:30. Mr Burk.
- [242b *Biogeography*. Study of major patterns of distribution of life and of the environmental and historical factors determining these patterns. Prerequisite: any course in ecology or systematics. Offered in alternate years. Two two-hour meetings. M T 3-4:50. Miss Horner, Mr Burk.]
- 243b *Evolution and Systematics*. The evolutionary process, primarily in diploid, sexually reproducing organisms. Emphasis is placed on the genetic basis of evolution, genetic structures of populations, mechanics of natural selection, speciation, and the evolutionary basis of taxonomy. M 12, T W 11. Mr Tilley.
- 244a *Concepts of Public Health*. The development of the modern public health movement since its inception, with emphasis on the period from the sanitary awakening of the nineteenth century to the present day. Basic concepts and current activities of official and non-official organizations will be evaluated. Prerequisite: 100a or b; open to juniors and seniors without prerequisite. W 12, Th 11-12:50. Miss Robinton.
- 245a *Environmental Health*. An analysis of the problems of public health created by man in his environment, including a survey of the controls currently applied to housing, and the contamination of the atmosphere, water, and food supplies. Prerequisite: 100a or b; open to juniors and seniors without prerequisite. Th 10, F 10-11:50. Miss Robinton.
- 300a *Cell Physiology*. Molecular and cellular aspects of contractility, irritability, conductivity, permeability, and respiration. Prerequisites: 201a, Chemistry 222. Three hours of discussion and one four-hour laboratory. Lec. W Th F 12, Th 11 at the option of the instructor; lab. Th 2-5:50. Mr Gussin.

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- 302b *Molecular Biology*. The molecular basis of cell structure and function, with particular emphasis on protein structure, function, and synthesis. Prerequisites: 300a and permission of the instructor. Two hours of discussion and one four-hour laboratory. Dis. F 10-11:50; lab. Th 2-5:50. Mr de Villafraña.
- 303a *Introduction to Biological Fine Structure*. Discussion of recent advances in the fine structure of biological materials with practice in the basic techniques of electron microscopy. Admission by permission of the instructor. Prerequisite: 201a or permission of the instructor. Lec. W 2; lab. T 1:40-5:50. Mrs Edds.
- 311a *Plant Anatomy*. A study of the microscopic structure of the vegetative and reproductive organs of seed plants. Prerequisite: 111a or b or permission of the instructor. Offered in alternate years. Two hours of lecture and two hours of laboratory. W 7:30-9:30 and two hours to be arranged. Mr Haskell.
- 312b *Plant Physiology*. Plants as members of our ecosystem; water economy; photosynthesis and metabolism; special emphasis on the study of growth and development as influenced by external and internal factors; survey of some pertinent basic and applied research. Prerequisites: 111a and Chemistry 101a or the equivalent. Two lectures and one three-hour laboratory. Lec. Th 10, F 10-11:50; lab. F 2-4:50. Mr Reid.
- 313b *Plant Embryology and Development*. An integrative study of embryology, development, and growth physiology of the higher plants. Prerequisites: 202b, 311a, and 312b; or the equivalent by permission of the instructor. Offered in alternate years. Four hours of lecture and discussion. W 7:30-9:30 and two hours to be arranged. Mr Haskell.
- 320a *Bacterial Physiology*. A comprehensive study of bacterial cytology, physiology, and genetics. Prerequisites: 220a and Chemistry 222. Two lectures, one three-hour laboratory, and one hour to be arranged. Lec. M T 2; lab. T 3-5:50. Miss Tyrrell.
- [321a *Pathogenic Microbiology*. An introduction through cultural, biochemical, serological studies to representative species of the more important disease-producing bacteria and fungi; their effect upon man and his world. Prerequisites: 220a and Chemistry 222. One hour of lecture and five hours of laboratory.]
- 322b *Principles of Virology*. Introduction to current concepts of virus multiplication and effects on host cells, techniques of virus propagation, and methods of titration and neutralization. Prerequisites: 220a and Chemistry 222. Two

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- lectures, one three-hour laboratory, and one hour to be arranged. Lec. M T 2; lab. T 3-5:50. Miss Tyrrell.
- [327b] *Immunology*. An introduction to the immune response with emphasis on antibody structure and the cellular, biochemical, and genetic basis of immunity. Transplantation, allergy and immunological diseases will also be discussed. Prerequisites: 201a or 220a, and Chemistry 222.]
- 330b *Developmental Biology*. A study of the experimental evidence for interacting systems in fertilization and in the differentiation of tissues and organs with special emphasis on the cellular and molecular mechanisms in development of organisms of a variety of levels of organization. Prerequisite: 201a or by permission of the instructor. Two hours of discussion and four hours of laboratory. Dis. Th 11-12:50; lab. Th 2-5:50. Miss Powell.
- [333b] *Vertebrate Physiology*. A study of homeostatic and integrative mechanisms in vertebrates. Prerequisites: 130a and Chemistry 222, or permission of the instructor. Three lectures and one three-hour laboratory. Offered in alternate years. Lec. M 10-11:50, T 10; lab. T 2-4:50. Mr de Villafrañca.]
- 334b *Invertebrate Physiology*. A study of homeostatic and integrative mechanisms in invertebrates. Prerequisites: 131b, Chemistry 222a or the equivalent. Alternates with 333b. Lec. M 10-11:50, T 10; lab. T 2-4:50. Mr Gussin.
- 340a *Plant Ecology*. A study of plant communities and the relationships between plants and their environment, with emphasis on field work and review of current literature. Two lectures and three hours of laboratory. Lec. Th 3, F 2; laboratory hours to be arranged. Mr Burk.
- [341a] *Radiation Biology*. Responses of living matter to high-energy radiations, and movement of radio-nuclides through living systems. Hazards and benefits of radioactivity as an increasing component in scientific methodology and in the environment. Admission by permission of the instructor. Recommended background: 202b, Chemistry 222, and Physics 115. Two lectures, two hours of laboratory and demonstration, and independent work.]
- 345b *Animal Behavior*. Study of vertebrate and invertebrate behavior; orientation, navigation, and migration; activity rhythms; social behavior, with emphasis on problems of communication; ethograms; learned and unlearned behavior as related to ecology and evolution. Prerequisites: three semester courses from Fields B and E, and permission of the instructor. One two-hour lecture and one four-hour laboratory. Lec. T 11-12:50; lab. Th 2-5:50. Miss Horner.

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- 346b *Evolution and Ecology of Man.* The situation of man in nature as an evolutionary and historical complex. Open to juniors and seniors without prerequisite. Lec. Th 7:30-9:30. Mr Tilley.

350a, 350b *Special Studies.*

SEMINARS

- [324b *Backgrounds of Microbiology.* A survey of the discoveries and developments in scientific thinking which culminated in the science of microbiology. Prerequisite: 220a. W 7:30-9:30. Miss Robinton.]
- 325a *Health Education.* Problems in the dissemination of accurate public health information to the individual and to the community. W 7:30-9:30. Miss Robinton.
- 326b *Modern Concepts in Microbiology.* Recent developments in microbiology and immunology. Directed readings and group discussion. Prerequisite: 220a. Th 7:30-9:30.
- 337a *Topics in Genetics.* Presentation and discussion of current research. Prerequisite: 202b or permission of the instructor. Mr Merritt.
- 338a *Topics in Cell Biology.* Molecular regulation of cellular metabolism, Prerequisite: 201a and chemistry 222. M 7:30-9:30. Mr Gussin.
- 342b *Topics in Environmental Biology.* Current topics of research concerning the structural, dynamic, and evolutionary aspects of animal populations. Prerequisite: 240a or 243b or the equivalent. Hours to be arranged. Mr Tilley.

See also courses in the History of Science, pp. 212-213.

GRADUATE

Adviser: Mr de Villafranca.

Courses will be available as needed and may be open to seniors by special permission if they have satisfactorily completed all the requirements for the major.

400, 400a, 400b *Research and Thesis.*

404a, 404b *Advanced Studies in Molecular Biology.* Members of the Department.

410a, 410b *Advanced Studies in Botany.* Members of the Department.

420a, 420b *Advanced Studies in Microbiology.* Members of the Department.

430a, 430b *Advanced Studies in Zoology.* Members of the Department.

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- 432a *Advanced Vertebrate Anatomy.* Detailed comparative analysis of one or more organ systems with emphasis on functional and evolutionary considerations. Admission by permission of the instructor. One hour of lecture and five or more hours of independent laboratory work. Miss Horner.
- 440a, 440b *Advanced Studies in Environmental Biology.* Members of the Department.
- 450a, 450b *Seminar on recent advances and current problems in the Biological Sciences.* Selected topics for reading and individual reports. Members of the Department.

THE MAJOR

Advisers: Field A, Mrs Edds; Field B, Mr Tilley; Field C, Mr Haskell; Field D, Miss Tyrrell; Field E, Miss Horner.

Based on 100a or b and Chemistry 101a, or 102a or b, or 103a. Any alternatives require approval of the Chairman of the Department.

Requirements: Nine semester courses, above the basis of the major and including a minimum of six courses in the field of concentration (from those courses listed below in parentheses after the field name) and two distributed in other fields within the department. A course listed in a field may not be used to fulfill a distribution requirement for majors in that field. An examination in the senior year.

- Fields: A. Molecular and Cellular Biology (201a*, 202b, 300a, 302b, 303a, 330b, 337a, 338a; Chemistry 222*)
- B. Environmental Biology (202b, 240a*, 241a, 242b, 243b*, 244a, 245b, 340a, 341a, 342b, 345b, 346b)
- C. Botany (111a*, 202b, 210, 211a* or 212b*, 213b*, 214b, 311a, 312b*, 313b, 340a)
- D. Microbiology (202b, 220a*, 320a, 321a, 322b, 324a, 326b, 327b; Chemistry 222*)
- E. Zoology (130a*, 131b*, 132b, 202b, 231a, 232b, 333b, 334b, 345b, 432a)

*Course required within the field of concentration.

HONORS

Director: Miss Horner.

Basis: The same as that for the major.

Requirements: Nine semester courses above the basis, as for the major, and one course in each semester of the senior year involving an individual investigation culminating in a thesis.

An examination and an oral presentation and defense of the thesis.

THE BIOLOGICAL SCIENCES

PRE-MEDICAL AND PRE-HEALTH PROFESSIONAL PROGRAMS

Advisers: Miss Tyrrell (The Biological Sciences) for juniors and seniors; Miss Bossert (Chemistry), Mr Hellman (Chemistry), Miss Powell (The Biological Sciences), Mrs Senechal (Mathematics), Mrs Volkmann (Psychology) for freshmen and sophomores.

Students may prepare for medical school by majoring in any department if they include in their programs courses which meet the minimum requirements for entrance to most medical schools. These requirements are: one year each of English, inorganic chemistry, organic chemistry, physics, and general biology. Other courses often recommended are vertebrate zoology, genetics, embryology, physical chemistry, and mathematics through calculus. Since medical schools differ in the details of their requirements, students should inquire as early as possible about the requirements of the schools of their choice in order to plan their program appropriately.

Students interested in other health-related professions should also consult one of the above advisers for assistance in planning their programs.

CHEMISTRY

PROFESSORS:	†MILTON DAVID SOFFER, PH.D. GEORGE STONE DURHAM, PH.D.
ASSOCIATE PROFESSORS:	GEORGE MORRISON FLECK, PH.D. KENNETH PAUL HELLMAN, PH.D.
ASSISTANT PROFESSORS:	THOMAS HASTINGS LOWRY, PH.D. EMILY CAROL BOSSERT, PH.D. CHARLES LEVIN, PH.D.
TEACHING FELLOWS:	SUSAN ADAIR LAZARUS, A.M. ÖZLENEN ESER KALAV, A.M. GEORGE BOBOTAS, B.A. MALLORY FREDERICK LOEWE, B.A. WILLIE CARL NASH, B.A.
RESEARCH ASSOCIATE:	NANCY LOWRY, PH.D.
LECTURER:	LÂLE AKA BURK, PH.D.

Students who are planning to major in chemistry should elect an introductory chemistry course in the freshman year. They are advised to complete Mathematics 102a and 103b, or 103a and 104b the first year. They should consult with a member of the department early in their college career.

All intermediate courses require as prerequisite a semester course in introductory chemistry or a score of 4 or 5 on the Advanced Placement examination.

- 101a *General Chemistry*. An introductory course designed for students with no previous chemistry and for those whose background in chemistry is weak. The course will consider some of the basic facts of experimental chemistry and the interpretation of these facts through the use of models of various kinds. One laboratory per week. Lec. W 12, Th 11-12:50, F 12; lab. M or F 2-4:50. Mr Lowry.
- 102a *General Chemistry*. A basic course, with emphasis on the relationships of the properties of matter to atomic and molecular structure. Laboratory projects will emphasize quantitative techniques. For students with the equivalent of one year of high school chemistry. One laboratory per week. Lec. W Th F 12, Th 11 at the option of the instructor; lab. T, Th or F 2-4:50. Mr Hellman.
- 102b A repetition of 102a. Lec. W Th F 12, Th 11 at the option of the instructor; lab. M 2-4:50 or M 7-9:50. Mr Hellman.
- 103a *General Chemistry*. A quantitative approach. For students with strong secondary school preparation in chemistry. One laboratory per week. Lec. M 10-11:50, T 10; lab. M 2-4:50. Mr Fleck.

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SCIENCE 193a, 193b *Science for the Humanist: Atoms and Galaxies.* See p. 213.

- 211b *Chemistry of the Transition Metals.* Coordination chemistry, with consideration of the several transition series. Prerequisite: a semester course in introductory chemistry. One laboratory per week. Lec. Th F 8:40-9:50; lab. T 2-4:50. Miss Bossert.
- 212b *Chemical Periodicity.* Comparative chemistry, with emphasis on contrasts and trends within the periodic system of the elements. Metals and non-metals, acids and bases. Quantitative methods of separation and analysis in the laboratory. Prerequisite: a semester course in introductory chemistry. Lec. M 10-11:50, T 10; lab. T, Th or F 2-4:50. Miss Bossert.
- 222 *Organic Chemistry.* An introductory course in the theory and practice of organic chemistry. Prerequisite: a semester course in introductory chemistry. Four lectures and one laboratory. Lec. M T 12, T W 11; lab. M, T, Th or F 2-4:50, M or Th 7-9:50. Mr Levin.
- 222a The first semester of 222. (The full year course, 222, is required for graduate work in chemistry.) Lec. M T 12, T W 11; lab. M, T, Th or F 2-4:50, M or Th 7-9:50. Mr Levin.
- 231 *Chemical Thermodynamics.* In the first semester, fundamental principles with applications to gases, solutions and homogeneous chemical equilibrium; in the second, applications to heterogeneous equilibria, electrochemistry, introductory statistical thermodynamics and reaction rates. Prerequisites: a semester course in introductory chemistry and Mathematics 104a or 104b. One laboratory per week. First semester: lec. M 10-11:50, T 10, and one hour to be arranged; second semester: lec. M T 8:40-9:50, W 9; lab. M, T, or Th 2-4:50. Mr Durham.
- 231a The first semester of 231. Lec. M 10-11:50, T 10, and one hour to be arranged; lab. M, T or Th 2-4:50. Mr Durham.
- 241b *Structure of Molecules.* Shapes of molecules, and theories about the nature of chemical bonds. Emphasis on methods of group theory and quantum theory. Prerequisite: a semester course in introductory chemistry. Recommended background: Mathematics 201a or b. W Th F 12, and Th 11 at the option of the instructor. Mr Fleck.
- 301, 301a, 301b *Special Studies.*
- 305a *Advanced Laboratory, I.* A series of experiments introduces advanced techniques of synthesis, purification, characterization, and analysis of organic and inorganic substances. Prerequisites: 211b or 212b, and 222a. Six laboratory

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hours and one hour of classroom discussion. Lab. Th F 2-4:50; dis. Th 5. Mr Lowry, Miss Bossert.

- 306b *Advanced Laboratory, II.* Extended experimental sequences, each of approximately four weeks duration, requiring the use of advanced techniques. Students will have the opportunity to select experiments from a list of possibilities and will contribute to the design of procedures. Prerequisite: 305a. Six laboratory hours. Th F 2-4:50. Mr. Lowry, Miss Bossert.
- 313a *Inorganic Mechanisms.* Current theories about the mechanisms of inorganic reactions. Ligand substitution and isomerization reactions of coordination compounds. Electron-transfer reactions. Catalysis. Prerequisite: 211b or 212b. T W 11, T 12. Miss Bossert.
- 323b *Organic Mechanisms.* Concepts of reaction mechanism are used to establish relationships among various organic reactions and to interpret chemical properties in terms of molecular structure. Prerequisite: 222. M 10-11:50, T 10. Mr Lowry.
- 352a *Biochemistry.* The chemistry of biologically active substances. Prerequisites: 222, 231a, and an introductory course in a biological science. Two lectures and one laboratory. Lec. Th F 8:40-9:50; lab. M 2-4:50. Mr Hellman.

See also courses in the History of Science, pp. 212-213.

GRADUATE

It is suggested that a student majoring in chemistry take at least one graduate course.

Adviser: Mr Fleck.

400, 400a, 400b *Research and Thesis.*

401a, 401b *Special Studies.*

- 428b *Organic Reactions.* Discussion of selected organic reactions of current interest, with emphasis on theoretical aspects. Prerequisite: 323b or permission of the instructor. Alternates with 429b. Mr Lowry.
- [429b *Carbocyclic Natural Products.* The chemistry of terpenic and steroid substances, with particular emphasis on methods of structural investigation and synthesis. Alternates with 428b. Mr Soffer.]

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- 435a *Systems Chemistry*. Systems analysis of simultaneous, coupled reactions, their approach to the equilibrium state, and description of the equilibrium state. Prerequisites: 231a; 313a or 323b or 352a. Mathematics 113 and 201 are recommended. Three lectures. Mr Fleck.
- 445b *Topics in Molecular Spectroscopy and Quantum Chemistry*. Topics will be selected from the areas of theory of molecular spectra and quantum mechanical description of chemical bonding. Prerequisites: 241b, and Mathematics 104a or b. Mr Lowry.
- 457b *Selected Topics in Biochemistry*. A detailed treatment, from the chemical standpoint, of selected topics of current biochemical interest. Prerequisite: 352a. Mr Hellman.

THE MAJOR

Advisers: Members of the Department.

Required courses: an introductory course; five intermediate courses, including 211b or 212b, 222 or 222a, 231 or 231a, and 241b; 305a and 313a or 323b; two additional courses in chemistry; and Mathematics 104a or b or its equivalent.

A paper or project report due at the end of the senior year.

Students planning graduate study in chemistry are advised to include Chemistry 222 and 231, Physics 115, and Mathematics 202a or b, or 201a or b, in their programs of study.

A major program which includes the following courses meets the requirements of the American Chemical Society for eligibility for professional standing: Chemistry 222, 231, 306b, 313a, and 323b; Physics 115; Mathematics 201a or b, 202a or b, or 222a; and German 111 or Russian 101.

HONORS

Director: Mr Hellman.

Required courses: an introductory course; five intermediate courses, including 211b or 212b, 222 or 222a, 231 or 231a, and 241b; two advanced courses including 305a, and 313a or 323b; two additional courses in chemistry; and Mathematics 104a or b or its equivalent.

An individual investigation pursued throughout the senior year.

An oral presentation of the honors thesis.

CHINESE

See p. 212.

CLASSICAL LANGUAGES & LITERATURES

PROFESSORS:	GEORGE EDWARD DIMOCK, JR., PH.D. CHARLES HENDERSON, JR., PH.D., <i>Chairman</i>
ASSISTANT PROFESSORS:	ROBERT THEODORE STEWART BAXTER, PH.D. STEPHEN MICHAEL SIMPSON, PH.D. THALIA ALEXANDRA PANDIRI, PH.D.

Majors are offered in Greek, Latin, Classics, and Ancient Studies. Properly qualified students in these majors have the opportunity of a semester's study at the Intercollegiate Center for Classical Studies in Rome. (See p. 46.)

Students planning to major in Classics or in Ancient Studies are advised to take relevant courses in other departments, such as Art, English, History, Philosophy, and modern foreign languages.

GREEK

- 111 *Elementary Course.* Introduction to the language; selections from Greek literature. Five class hours. M T W Th F 9. Mr Simpson.
- 121a *Modern Greek.* An introductory course in the language and literature. An intensive introduction to the language, stressing conversation, as well as reading and writing. Five class hours and laboratory. M T 3-4:50, Th 4. Miss Pandiri.
- 121b *Modern Greek.* Reading of selected poems of Kavafis, Seferis, Elytis, and others; short prose works by Palamas and Samarakis. Prerequisite: 121a or permission of the instructor. Three class hours. M 3-4:50, T 3. Miss Pandiri.
- 212a *Plato: Selected Dialogues.* Prerequisite: two units in Greek or 111. M 12, T W 11, T 12 at the option of the instructor. Mr Dimock.
- 212b *Homer, Iliad.* Prerequisite: 212a or permission of the instructor. M 12, T W 11, T 12 at the option of the instructor. Mr Dimock.
- 221b *Prose Composition.* Prerequisite: two units in Greek or 111. One class hour. *One-half course credit.* T 4. Mr Dimock.
- 301a, 301b *Special Studies.* Admission by permission of the department for majors and honors students who have had four advanced courses in Greek.
- [321a *The Drama: Sophocles and Euripides.* Prerequisite: 212b or three units in Greek. To be offered in 1973-74.]
- [322b *Homer.* Prerequisite: 212b or permission of the instructor. To be offered in 1973-74.]

CLASSICAL LANGUAGES & LITERATURES

- 323a *Herodotus*. Prerequisite: 212b or three units in Greek. W F 2, Th 3. Mr Simpson.
- 324b *The Drama: Aeschylus and Aristophanes*. Prerequisite: 323a or permission of the instructor. M T W 9. Mr Dimock.
- 331a *Drama*. Prerequisite: 322b, 324b, or permission of the instructor. W Th F 10, F 11 at the option of the instructor. Miss Pandiri.
- [332b *Greek Historians*. Prerequisite: 322b, 323a, 324b, or permission of the instructor. To be offered in 1973-74.]
- [333a *Selections from Lyric and Pastoral Poets*. Prerequisite: 322b, 324b, or permission of the instructor. To be offered in 1973-74.]
- 334b *Plato*. Prerequisite: 322b, 324b, or permission of the instructor. W 3, F 3-5. Mr Simpson. (This course will meet jointly with Amherst College's Greek 42.)
- 451a, 451b *Studies in Greek Literature*. This will ordinarily be an enriched version of 331a, 332b, 333a, or 334b.

See also Religion 287b *Greek Religious Texts* and 328b *Directed Reading in Religious Texts: Hebrew, Greek or Latin*.

Adviser of graduate study: Mr Dimock.

LATIN

- 111a *Elementary Course*. An intensive course in Latin grammar, designed to prepare the beginner to enter 112b in the second semester. Six class hours. M T Th F 8:40-9:50, W 9. Miss Pandiri.
- 112a *Poetry of Ovid*. Prerequisite: two units in Latin or the equivalent. M 12, T W 11, T 12 at the option of the instructor. Mr Baxter.
- 112b *Virgil, Aeneid*. Prerequisite: 111a, 112a or permission of the instructor. M 12, T W 11, T 12 at the option of the instructor. Mr Baxter.
- 214a *Catullus and Horace*. Prerequisite: 112b or three units in Latin, including Virgil. M 10-11:50, T 10. Mr Baxter.
- 214b *Livy*. Prerequisite: 214a or permission of the instructor. M 10-11:50, T 10. Mr Baxter.
- 221a *Prose Composition*. Prerequisite: 214b or permission of the instructor. One class hour. *One-half course credit*. T 4. Mr Baxter.

CLASSICAL LANGUAGES & LITERATURES

- 301a, 301b *Special Studies*. Admission by permission of the department for majors and honors students who have had four advanced courses in Latin.
- [321a *Roman Comedy*. Prerequisite: 214b or permission of the instructor. To be offered in 1973-74.]
- [322b *Medieval Latin*. Prerequisite: 214b or permission of the instructor. To be offered in 1973-74.]
- 323a *Sallust and Tacitus*. Prerequisite: 214b or permission of the instructor. M T 2, W 3. Mr Baxter.
- 324b *Latin Elegy and Pastoral Poetry*. Prerequisite: 214b or permission of the instructor. M T 2, W 3. Mr Baxter.
- 325b *Renaissance Latin*. Latin works by Crashaw, Marvell, Milton and Herbert will be studied, in addition to those of Continental writers. Prerequisite: Latin 214b or permission of the instructor. M T 2, W 3. Mr Skulsky (English).
- 333a *Virgil*. Prerequisite: 321a, 322b, 323a or 324b, or permission of the instructor. W Th F 10, F 11 at the option of the instructor. Mr Henderson.
- 334b *Latin Satire*. Prerequisite: 321a, 322b, 323a or 324b, or permission of the instructor. W Th F 10, F 11 at the option of the instructor. Mr Henderson.
- [335a *Cicero*. Prerequisite: 321a, 322b, 323a or 324b, or permission of the instructor. To be offered in 1973-74.]
- [336b *Lucretius*. Prerequisite: 321a, 322b, 323a or 324b, or permission of the instructor. To be offered in 1973-74.]
- 337 *History of Latin Literature*. Prerequisite: 321a, 322b, 323a or 324b, or permission of the instructor. Offered when needed. Hours to be arranged. Mr Henderson.
- 451a, 451b *Studies in Latin Literature*. This will ordinarily be an enriched version of 333a, 334b, 335a, or 336b.

Adviser of graduate study: Mr Henderson.

CLASSICS, GREEK OR LATIN

- 450, 450a, 450b *Research and Thesis*. (May be taken for double credit.)

CLASSICAL LANGUAGES & LITERATURES

CLASSICS IN TRANSLATION

- 227a *Mythology*. The nature, purposes, and persistence of myth. Near Eastern, classical and other mythologies. Various approaches to myth with attention to its literary uses. W Th F 12, Th 11 at the option of the instructor. Mr Simpson.
- 228a *Classical Drama*. Representative plays of Aeschylus, Sophocles, Euripides, Aristophanes, and Seneca, together with a comparative study of their adaptations by later dramatists, *e.g.*, Voltaire, Racine, Giraudoux, Jeffers, Gide, Cocteau, Eliot, Anouilh, Sartre, Miller, O'Neill, Richardson. M 10-11:50, T 10. Mr Dimock.
- 231b *The Classical Tradition: Its Origins*. Greek literature (Homer to Plato) and Greek culture; Greek thinking about war, love, poetry, nature; the intellectual revolution of the fifth century B.C.; ancient Greece in the modern imagination. W Th F 12, Th 11 at the option of the instructor. Mr Simpson.
- 232b *The Classical World: Religious, Scientific, and Ecstatic Experience in Antiquity*. A study of rational and mystical cross-currents in the ancient world. Religion, medicine, superstition, mystery cults, and the emergence of Christianity. Readings from classical literary sources, medical writings, curse tablets, magical papyri, and early Christian texts. M T 2, W 3. Miss Pandiri.

THE MAJOR IN GREEK, LATIN, OR CLASSICS

Advisers: Mr Dimock, Mr Henderson.

Basis: In Greek, 111; in Latin, 112b; in Classics, 111 and 112b.

Requirements: In Greek, eight semester courses in the language in addition to the basis; in Latin, eight semester courses in the language, in addition to the basis; in Classics, eight semester courses in the languages, in addition to the basis and including not less than two in either language.

A comprehensive examination which will have two parts: part one, to be taken no later than the first semester of the senior year, will test the candidate's ability to translate Greek or Latin, or both; part two, which may be taken at the end of the senior year, will test her general knowledge of Greek or Roman literature and culture, or both. A part of this latter examination may, at the student's request, be devoted to a special field of her own choice.

CLASSICAL LANGUAGES & LITERATURES

HONORS IN GREEK, LATIN, OR CLASSICS

Directors: Mr Dimock, Mr Henderson.

Requirements: The same as those for the major, with the addition of a long paper, equivalent to one or two semester courses, to be written in the first semester of the senior year.

Two Examinations: One, the same as the comprehensive examination for majors (both parts); the other, an examination in the general area of the long paper.

INTERDEPARTMENTAL MAJOR
IN
COMPARATIVE LITERATURE

Adviser: Mr Petersson.

A study of literature in at least two languages, one of which may be English.

The major is offered only to candidates for Honors. Before entering it, the student must prove a reading proficiency at the level of French 228 or 229, German 225, Greek 212, Italian 226, Latin 214, Russian 121, or Spanish 212 in the language or languages she elects. If she has not proved her ability in courses at Smith College, her proficiency will be judged by the departments concerned. If it is necessary for the student to take courses in the language or languages she elects in order to achieve this level of proficiency, these may have to be taken over and above the normal degree program in order for the student to meet the basic College requirement that sixteen semester courses must be taken outside the major. (See p. 39.)

Basis: General Literature 291. (See p. 212.)

Requirements:

That portion of a complete major in one literature above the assumed reading proficiency level in the language.

Five semester courses at the advanced level in a second literature.

Special Studies, a semester tutorial in a comparative field.

An Honors thesis, written in English or a foreign language, equivalent to one semester course.

Two examinations: A departmental examination in one literature; a topical examination in the student's special area of comparative studies.

ECONOMICS

PROFESSORS: †GEORGE FISK MAIR, PH.D.
KENNETH HALL MCCARTNEY, PH.D.

**ROBERT TABOR AVERITT, PH.D.

ASSOCIATE PROFESSORS: FRED HENRY LEONARD, PH.D., *Chairman*

**CHARLES MELVIN SACKREY, JR., PH.D.

ASSISTANT PROFESSORS: *MARK ALDRICH, PH.D.

WILLIAM ROBERT BUECHNER, PH.D.

CAROL LEE JUSENIUS, A.M.

JEANNE M. MCFARLAND, M.A.

MARY HEALY WEBER, B.A.

Freshmen who are considering a major in the department and who hope to spend their junior year abroad are strongly advised to take 110a and 110b in the freshman year and to take additional courses in economics in their sophomore year. Majors in economics are strongly advised to take at least two of the following courses: 250a, 253b, 280b, Social Science 190a.

A. GENERAL COURSES

110a *The Structure and Functioning of the American Economy, I.* Major determinants of inflation, unemployment, and the potential standard of living in the United States; policies of the "New Economics." M T W 9; M T 12, W 11; M T 2, W 3; W Th F 10; W Th F 12; W F 2, Th 3. Miss Jusenius (*Director*). Members of the Department.

110b *The Structure and Functioning of the American Economy, II.* An introduction to supply and demand, and an analysis of contemporary economic problems. M T W 9; M T 12, W 11; M T 2, W 3; W Th F 10; W Th F 12; W F 2, Th 3. Mr Buechner (*Director*). Members of the Department.

SOCIAL SCIENCE 190a *Introduction to Statistics for Social Scientists.* The fundamental problems in collecting, summarizing, and interpreting empirical data, with attention to basic descriptive statistics, elementary probability, the concept of a sampling distribution and its role in statistical inference, association and correlation. Two class hours and one two-hour laboratory. Lec. M 12, W 11; lab. T 11-12:50. Miss Jusenius.

[201a *Problems of the Modern Economy.*]

[202b *Problems of the Modern Economy.* A pro-seminar devoted to the use of analytical techniques. Topic for 1972-73: Environmental Economics. Prerequisites: 110a and 110b. T 5, Th 4-5:50.]

[281a *European Economic History.*]

[310b *Analysis of Economic Problems.*]

B. ECONOMIC THEORY

- 243b *Public Finance.* The study of the role of the government in the economy. The emphasis of the course will be on evaluating the welfare implications of government taxation and expenditure policies. Among the topics to be covered are the optimal provision of public goods, the income redistribution effects of government taxes and expenditures, the politics of the budgetary process, and the financial and spending problems of state and local governments. Prerequisite: 110b. M T 2, W 3. Mr Buechner.
- 250a *Microeconomics.* A welfare analysis of resource allocation and income distribution in a market economy. Using the tools of price theory, the course will attempt to evaluate the conditions under which free markets achieve an optimal allocation of resources and distribution of income as well as the conditions under which markets fail. Prerequisite: 110b. M T W 9. Mr Buechner.
- 253b *Income, Employment, and Growth.* A consideration of aggregative economic theory as a framework for analyzing the determination of the level, and changes in the level of national output. Prerequisite: 110a. W F 1:40-2:50. Mr Leonard.
- [265a *Theory of Income Distribution.* An examination of the theory and contemporary issues pertaining to the distribution of income and wealth.]
- [270b *History of Economic Thought.* A study of the major economists from Adam Smith through John Maynard Keynes; their contribution to economics; the uses made of their work; the intellectual climate of their time; an appraisal of the intellectual heritage of contemporary economics. Prerequisite: 110a and b. Mr Averitt.]
- 280b *Economics Statistics.* An introduction to statistical problems most frequently encountered in economics. Regression, correlation, index numbers, time series, an introduction to econometrics, and selected applied topics. Prerequisite: Social Science 190a or Mathematics 105a or permission of the instructor. Lec. M 12, W 11; lab. T 11-12:50. Miss Jusenius.
- 401b *Graduate Seminar: Contemporary Economic Theory.* Advanced study of current economic theories and methodology. Topic for 1972-73: The Theory of Economic Growth. Prerequisite: 253b or permission of the instructor. M 7:30. Miss Jusenius.

ECONOMICS

C. THE AMERICAN ECONOMY

- [215a *Government and Business*. Recommended background: 110a or 110b.]
- [220b *Labor Problems and Public Policy*. The nature of labor problems in an industrial society. The development of labor organizations, and the impact of the process of collective bargaining on employment conditions. The role of the trade union in a free economy, and evolution of public policy toward labor-management relations. Prerequisite: 110b or 250a.]
- 221b *Manpower and Social Welfare Policy*. Study of selected manpower and welfare issues in the context of the distribution of income in the United States. Some reference to European contributions to the issues. Recommended background: 110a and 110b. M 10-11:50, T 10. Mr McCartney.
- 228a *American Economic Structure*. A study of the American economy as a general system designed to achieve economic development, economic efficiency, and individual welfare. Recommended background: 110b. W Th F 12. Mr Averitt.
- 230a *Urban Economics*. An introductory economic analysis of selected urban problems, with optional field work in local government and private agencies. Prerequisite: 110a or 110b. T 5, Th 4-5:50, Mr Sackrey; W Th F 10, Mrs McFarland.
- 285b *American Economic History: 1870-1950*. The rise of industrialism in the United States, and the response to it. Analysis of American economic development, the problems it created, and the ways in which Americans have tried to cope with these problems. Recommended background: 110a or 110b. W Th F 12. Mr Aldrich.
- [315b *Seminar: Industrial Organization*. Contemporary and traditional issues in the social control and performance of industrial markets. Recommended background: 215a.]
- [320a *Seminar: Problems in Labor Economics*. Study of selected contemporary problems and issues of labor relations and manpower economics in their institutional and theoretical framework. Prerequisites: 220b and 250 or permission of the instructor.]
- 325a *Seminar: Problems in Macroeconomic Policy*. Current problems in the United States with emphasis on the results of monetary and fiscal policies and controversy over their relative effectiveness in achieving the nation's economic objectives. Prerequisite: 253b. M 3-4:50. Mr Leonard.

- 330b *Seminar: Urban Economics.* Selected current problems in urban economics. Recommended background: 230a. Hours to be arranged. Mrs. McFarland.

[HISTORY AND SOCIAL SCIENCE 395b. *Interdepartmental Seminar in Economics, Government, History, and Sociology.*]

D. INTERNATIONAL AND COMPARATIVE ECONOMICS

- [205b *International Economic Problems.* Introduction to postwar international economic problems, and their historical and theoretical backgrounds. Prerequisites: 110a or 253a and 110b or 250b, or permission of the instructor. Mr Buechner.]
- [209a *Comparative Economic Systems.* Description, underlying theories, problems, changes, and trends in the economies of the U.S. and the U.S.S.R. in recent years. Prerequisites: 110a or 253b and 110b or 250a, or permission of the instructor.]
- 211a *Problems of Underdeveloped Countries.* A comparative study of the economies of selected underdeveloped countries in their political and social setting. Prerequisites: 110a or 253b and 110b or 250a, or permission of the instructor. M 10-11:50, T 10. Mrs Weber.
- [214b *Population Problems and Policies.* The crucial role of population in current world developments. Trends and significance of basic factors: births, deaths, and migration. Population quality. Comparative survey of the population situation and policies in important areas of the world. To be offered in 1973-74. Mr Mair.]
- [305b *Seminar: Topics in International and Comparative Economics.* The seminar is conducted as a workshop project.]
- 318b *Seminar: Latin American Economics.* The structure and potential for development of selected Latin American economies. Prerequisites: 110a or 110b, or permission of the instructor. Recommended background: a course in Latin America or underdeveloped areas. T 3-4:50. Mrs Weber.
- [323a *Seminar: Economic Development in Africa South of the Sahara.* Comparative examination and analysis of economic characteristics and development problems of selected African countries. Prerequisites: 110a and 110b, or permission of the instructor. Recommended background: a course in Africa south of the Sahara or underdeveloped areas.]

ECONOMICS

[335b *Comparative Labor Movements.* Analysis of the models of labor relations systems associated with Western capitalist economies and the centrally-planned economies, and their relevance for labor relations in developing countries.]

301, 301a, 301b *Special Studies.* Admission by permission of the department for majors who have had four semester courses in economics above the introductory level.

[302b *Directed Reading.* For seniors only.]

THE MAJOR

Advisers: Mr Aldrich, Mr Averitt, Mr Buechner, Miss Jusenius, Mr Leonard, Mr McCartney, Mrs McFarland, Mr Sackrey, Mrs Weber.

Basis: 110a and 110b.

Requirements: a minimum of nine semester courses and/or seminars, including the basis.

Examination: By mid-October of the senior year, every senior major will be given a set of questions concerning the nature of economic theory, of economic policy, and the relationship between theory and policy. Each student may elect *either* to submit a brief essay (10 pages maximum) answering one or more questions *or* to write an examination paper on one or more questions during the period set aside for comprehensive examinations in May. Comprehensive essays are due on January 26. Essays judged unsatisfactory may be revised and resubmitted by May 15.

The purpose of the comprehensive essay or examination in economics is to encourage every major to consider carefully the nature and characteristics of her discipline.

Majors may spend the junior year abroad if they meet the College requirements.

HONORS

Director: Mr Averitt.

Based on: 110a and 110b.

Requirements: nine semester courses including 110a, 110b, 250a, 253b, and a long paper counting as one semester course. The long paper must be submitted to the Director by March 15.

Examination: Honors candidates must take a comprehensive examination or write a comprehensive essay as described above for non-honors majors.

EDUCATION & CHILD STUDY

PROFESSOR:	LAWRENCE A. FINK, ED.D., <i>Chairman</i>
ASSOCIATE PROFESSORS:	SEYMOUR WILLIAM ITZKOFF, ED.D.
	**RAYMOND A. DUCHARME, JR., ED.D.
ASSISTANT PROFESSORS:	ROY LEONARD SMITH, PH.D.
	EDNA M. MITCHELL, PH.D.
	RAYMOND H. GILES, JR., ED.D.
	ALAN L. MARVELLI, M.E.D.
TEACHING FELLOWS:	ALICE EDWARDS, A.B.
	FLORENCE CARTER FARWELL, A.B.
	STEPHANIE BROOKE HURLEY, A.B.
	SUSAN H. LATHROP, A.B.
	JOSEPHINE H. WOLBACH, A.B.
LECTURERS:	JOHN JOSEPH FEENEY, M.ED.
	BARBARA BREE FISCHER, ED.D.
	ROBERT MICHAEL MORIARTY, M.ED.
	² JEAN T. PEMBERTON, B.MUS.

Students who, irrespective of major, desire to comply with the varying requirements of different states for certificates to teach in public elementary and secondary schools are urged to consult the department as early as possible during their college course.

A. HISTORICAL AND PHILOSOPHICAL PERSPECTIVES

- [120b *Education and the Liberal Arts*. History of the development of the concept of a liberal arts education. Comparative study of different methods of scholarly inquiry. Not open to students who have taken or are taking 121a and 122b. M 10-11:50, T 10. Mr Fink.]
- 121a *Foundations of Education*. Historical and philosophical background of modern education. Study of the educational thought of Plato, Aristotle, Marcus Aurelius: The Greco-Roman Tradition. M T 1:40-2:50. Mr Itzkoff.
- 122b *Foundations of Education*. Historical and philosophical background of modern education. Study of the educational thought of Comenius, Rousseau, Spencer, Dewey: The Modern Tradition. M T 1:40-2:50. Mr Itzkoff.
- 203a *Education of Black Americans*. Black Americans and public education in the United States, past and present. Special emphasis on the social context of education within the black community in both the South and the North and on definitions of education within the black community. T 3-5. Mr Giles.

EDUCATION & CHILD STUDY

- 234b *Modern Philosophies of Education.* An examination of recent views on aims and values in education. A consideration of curricular, institutional, and moral issues. Opportunity for independent research. M 10-11:50, T 10. Mr Itzkoff.
- 236a *American Education.* Evolution of American educational thought and institutions; the development of American education related to the growth of the nation and the changing social order. M 10-11:50, T 10-10:50. Mr Fink.
- 337a *Comparative Education.* The values of national cultures as exemplified in their educational objectives. Analysis of undeveloped and advanced societies. Problems of contemporary education in an intercultural world. M 3-5. Mr Itzkoff.

B. THE EDUCATIONAL PROCESS

- 200a *Education in the Urban Ghetto.* Education problems of the inner-city considered in the context of schools, teachers, students, and community. Students will tutor at least one hour per week in urban schools or in extra-curricular service organizations. Students tutoring in schools should reserve one morning each week (Monday, Wednesday, or Thursday) for tutoring. Open to freshmen by permission of the instructor. T 3-5. Mr Ducharme.
- [200b A repetition of 200a. To be offered in 1973-74. T 3-5. Mr Ducharme.]
- 204b *Black History in the Public School Curriculum.* Problems and approaches, methods and techniques for incorporating the study of the experience of Africans, Afro-Caribbeans, and Afro-Americans into the curriculum at the elementary and secondary levels. M 3-5. Mr Giles.
- 206b *The Public School in the Black Community.* Topics to be considered are conditions of education in the indigenous community; school-community relations; community control; educational efforts within the black community; how the role and behavior of black educators, community advisory committees, parents councils, and others influence the content and quality of education in black communities. Hours to be arranged. Mr McCoy (Afro-American Studies).
- 231b *Preschool Children: Curricular Theory and Practice.* The influence of Froebel, Montessori, Dewey, Piaget, and others. Children's needs, types of play materials, teaching techniques, curriculum development, various actual programs, and other topics. Direct contacts with preschool children; conferences with teachers. For prospective nursery school and kindergarten teachers. T 11-12:50, W 11. Mrs Mitchell.

EDUCATION & CHILD STUDY

- 232b *Foundations of Secondary Education.* A study of the American secondary school as a changing social institution. An analysis of teachers, students, curriculum, and contemporary problems. Directed classroom observation. Not open to freshmen. M 10-11:50, T 10. Mr Giles.
- 235a *Child Growth and Development.* A study of theories of the growth and development of children from early years through adolescence in relation to the educative process; the basic considerations of teaching as an introduction to participation in the classroom. Directed observations and experiences in a variety of school situations. Not open to freshmen. Th F 8:40-9:50. Mrs Mitchell.
- 235b A repetition of 235a. M T 8:40-9:50. Mrs Mitchell.
- 239b *Educational Evaluation and Guidance.* Study of the various means of evaluating learning and teaching; principles of guidance as they affect growth and development throughout the school years. A laboratory period will be arranged. Th F 8:40-9:50. Mr Smith.
- 338b *The Reading Process: Theory and Research.* Study of the child and how he comes to decode written symbols. W 7:30. Mr Smith.
- [341b *The Child in Modern Society.* The place of the child in society; mental hygiene of early childhood; social and educational agencies concerned with child welfare. Directed observations. M T 1:40-2:50.]
- 342a *The Teaching-Learning Process.* The application of educational psychology emphasizing current research on the instructional process, the conditions of cognitive learning and the psychology of teaching. Admission by permission of the instructor. M T 8:40-9:50. Mr Smith.
- [347b *Deprivation and The Educative Process.* Pertinent research and practice in the study teaching of today's children from early childhood through adolescence within the framework of the educative process as influenced by social, economic, and educational deprivation.]

C. THE FOLLOWING COURSES OFFER OPPORTUNITIES FOR INTERN TEACHING

- [109a *The Teaching of Elementary Mathematics.* A course for prospective teachers in elementary school. Selection and presentation of mathematics in the primary curriculum. Observation, directed teaching and/or tutoring, and two class hours weekly. No prerequisite in mathematics. Open only to juniors and seniors. Offered in alternate years.]

EDUCATION & CHILD STUDY

- 130a *Inquiry Physics for Elementary and Preschool Teachers.* Experimental study of simple physical systems, designed to involve students in inquiry activities at their own level and to suggest resources for use with children. Survey of existing elementary school physical science programs. No physics prerequisite. Admission by permission of the instructor. Offered in alternate years. T Th 3-5. Mr Steinberg (Physics).
- 250b *The Teaching of Mathematics.* A course for prospective teachers of mathematics in secondary schools. Selection and presentation of mathematics in the secondary curriculum. Observation and directed teaching, and two class hours weekly. Prerequisites: two semester courses beyond Mathematics 202a or b. Offered in alternate years. T 3-5. Mrs Dickinson (Mathematics).
- 300b *The Teaching of Spanish.* Problems and methods in the teaching of the Spanish language; practice teaching. Hours to be arranged. Mr Allegro (Hispanic Studies).
- 302a *The Teaching of English.* A course for prospective teachers of English in secondary schools. The teaching of composition and literature. Selection and presentation of material. Demonstration and practice. Admission by permission of the instructor. M T 2 W 3. Mrs Bramwell (English).
- 305a *The Teaching of Art.* The process, philosophy, planning and organizing of creative activities in the elementary and secondary schools through the use of several media with emphasis on found materials. Admission by permission of the instructor. M 7:30. Mr Ilson.
- 306a *The Teaching of French.* Problems and methods of modern language teaching in the elementary and secondary schools. Practice teaching at these levels in the Northampton schools. Admission by permission of the instructor. W 7:30. Mr Buteau (French).
- 307b A continuation of 306a. Prerequisite: 306a or permission of the instructor. W 7:30. Mr Buteau (French).
- 311a, 311b *The Teaching of Physics.* A one- or two-semester course for prospective teachers of secondary school physics. Admission by permission of the department. Hours to be arranged. Members of the Department of Physics.
- 312b *The Teaching of the Black Experience in Social Studies.* A course for prospective teachers of African, Afro-American or Social Studies in elementary and secondary schools. Organization and presentation of subject matter to be integrated into the social studies curriculum at all levels. Two class hours with observation and directed intern teaching. Prerequisite: 204a or 204b. Admission by permission of the instructor. T 3-5. Mr Giles.

EDUCATION & CHILD STUDY

- 316b *The Teaching of Music.* Music education with opportunity for observation and practice teaching in public and private elementary and secondary schools, with emphasis on a sequence from kindergarten through 12th grade. Th 7:30. Mrs Pemberton.
- 345 *Preschool and Elementary Education.* A study of the curriculum and the application of the principles of teaching in the modern preschool and elementary school. Two class hours and participation in directed classroom teaching. Prerequisite: a course in the department taken previously or concurrently. Recommended background: 235a or b, or 231a. Admission by permission of the instructor. T 3-4:50. Mrs Fischer and Members of the Department.
- 346a, 346b *Curriculum and Intern Teaching in Secondary Schools.* Two class hours and directed teaching for students for whom no special methods course is available. Recommended background: 232b. Admission by permission of the instructor. M 3-4:50. Mr Fink, Mr Smith.
- 381a, [381b] *The Teaching of History and the Social Studies.* A course for prospective teachers of history and social studies at the secondary level. Classroom procedure and curriculum in secondary school history and related subjects; organization and presentation of subject matter. Two class hours with observation and directed intern teaching. Recommended background: 232b. Admission by permission of the instructor. M 3-4:50. Mr Fink.

D. SEMINARS AND SPECIAL STUDIES

- 301a, 301b *Special Studies.*
- 336a *Seminar in American Education.* Topic for 1972-73: Parochial Education in the United States. Th 11-1. Mr Ducharme. (Field A)
- 336b *Seminar in American Education.* Topic for 1972-73: Immigrant Groups and the "Melting Pot" of the Common School. T 11-12:50. Mr Fink. (Field A)
- 340b A colloquium integrating Fields A and B: Historical and Philosophical Perspectives and The Educative Process. Open only to senior majors. M 7:30. Mr Itzkoff.
- [348b] *Special Education.* A study of curricular developments and teaching techniques for the mentally slow and the physically disadvantaged child.]
- 354a *Seminar in Educational Theory.* A study of contemporary educational issues that touch on the foundations of the discipline. Topic for 1972-73: Cognitive theories of education. M 7:30. Mr Itzkoff. (Field B)

EDUCATION & CHILD STUDY

E. RELATED COURSES RECOMMENDED IN OTHER DEPARTMENTS

- 233a *Child Psychology*. Study of the theory and principles of the development of the child from birth to puberty. Survey of related research. Prerequisite: Psychology 101a or b, or permission of the instructor. W Th F 10. Mr Pufall. (Psychology)
- 233b A repetition of 233a. W Th F 12. Mr Pufall (Psychology).
- 237a *Educational Psychology*. The educational process considered from the point of view of psychology. The application of psychological principles of development, motivation, and learning to contemporary educational problems. M T 12, W 11, T 11 at the option of the instructor. No prerequisite. Mrs Musgrave (Psychology).
- 241b *Psychology of Adolescence*. Problems of role and identity will be discussed in relation to adolescents' needs for acceptance, autonomy, and intimacy. Included in the course will be discussion of political activism, drug abuse, sexual maturation and love. T 5, Th 4-6. Mr Snoek (Psychology).
- 325a *Health Education (seminar)*. Problems in the dissemination of accurate public health information to the individual and to the community. W 7:30-9:30. Miss Robinton (The Biological Sciences).
- 331a *Speech for the Classroom Teacher*. The development of speech in the child, problems of defective speech, speech arts in the classroom, and the speech of the teacher. Voice recordings. M 3-5 and an additional hour to be arranged. Miss Fitch (Theatre and Speech).
- 332b *Oral Interpretation of Children's Literature*. A critical study of children's literature. The techniques of its oral interpretation. Practical experience in story-telling, reading aloud, and other forms of classroom presentation. Individual voice and speech practice. Sophomores admitted only by permission of the instructor. M 3-5 and an additional hour to be arranged. Miss Fitch (Theatre and Speech).
- 333a *Seminar in Child Psychology*. Selected problems, reports, and discussion. Prerequisite: Psychology 233a or b. T 5, Th 4-6. Mr Pufall (Psychology).

F. GRADUATE

Advisers: Mr Itzkoff and Mr Fink: Ed.M.; Mr Fink and Mr Ducharme: M.A.T.;
Members of the Department: M.A.

400a, 400b *Thesis*. Members of the Department.

EDUCATION & CHILD STUDY

401a, 401b *Advanced Studies*. Open to seniors by permission of the department. Members of the Department.

[410a *Current Problems in Child and Adolescent Development*.]

440b *Research in Education*. Training in research methodology and design in the analysis of teaching, learning and the educational process. Th 4-5:50. Mr Smith.

452a *Problems of American Education*. Required of all candidates for the M.A., the Ed.M., and the M.A.T. degrees. W 7:30. Mr Ducharme.

452b A repetition of 452a. M 7:30. Mr Fink.

454a *Current Problems of Preschool and Elementary Education*. Th 4-5:50. Mrs Mitchell.

[455a, 455b *Secondary Education*. T 3-4:50. Mr Ducharme, Mr Fink.]

[456b *Higher Education*.]

459a, 459b *Intern Teaching*. Members of the Department.

THE MAJOR

Advisers: Members of the Department.

Students majoring in the department may prepare for preschool and elementary school teaching or for graduate work leading to an advanced degree. Students who intend to teach in secondary school are advised to major in the field in which they expect to teach and to take basic courses in education.

Requirements: ten semester courses selected in consultation with the major adviser: usually they will consist of three courses in Field A; three courses in Field B; 345; an additional advanced course and 340b taken in the senior year.

Competence requirement: A paper or written report on an independent project will be required of each major in the senior year. Topics must be worked out with the department and approved by it no later than March 1. The final version of all papers and projects must be submitted to the department for evaluation no later than May 1.

HONORS

Director: Mr Smith.

Requirements: those listed in the major; a long paper, the equivalent of one semester course, in the senior year.

One examination in the candidate's area of concentration.

ENGLISH LANGUAGE & LITERATURE

PROFESSORS:	HELEN WHITCOMB RANDALL, PH.D. ROBERT TORSTEN PETERSSON, PH.D. **KENNETH AMOR CONNELLY, JR., PH.D. VERNON JUDSON HARWARD, JR., PH.D. PAUL PICKREL, PH.D., <i>Chairman</i> *FRANK H. ELLIS, PH.D. RICHARD BENJAMIN YOUNG, PH.D. FRANCIS MURPHY, PH.D. EDITH KERN, PH.D.
ELIZABETH DREW	
VISITING PROFESSOR:	² MAYNARD MACK, PH.D.
WRITER IN RESIDENCE:	¹ VICTOR SAWDON PRITCHETT
ASSOCIATE PROFESSORS:	WILLIAM HOOVER VAN VORIS, PH.D. ELIZABETH GALLAHER VON KLEMPERER, PH.D. †GEORGE SIEMERS FAYEN, JR., PH.D. JOAN MAXWELL BRAMWELL, M.A. HAROLD LAWRENCE SKULSKY, PH.D. DEAN SCOTT FLOWER, PH.D.
ASSISTANT PROFESSORS:	**MARGARET L. SHOOK, PH.D. MARY CARRUTHERS SCHROEDER, PH.D. MAURIANNE SCHIFREEN ADAMS, PH.D. RON D. K. BANERJEE, PH.D. DELIA ANNE BURKE, PH.D. JOHN MARTTI HILL, PH.D. NORA CROW JAFFE, PH.D.
LECTURERS:	JOHN WARREN BLANPIED, M.F.A. ¹ BARBARA ANN HILL, M.A. RONALD RUSSELL MACDONALD, M.PHIL. ¹ JEAN MCCLURE MUDGE, M.A. WILLIAM ALLAN ORAM, B.A. LINDA BRADLEY SALAMON, PH.D.

Freshmen eligible for advanced placement in English by virtue of a score of 4 or 5 may register for English 207 and General Literature 291 (See p. 212.) Also, any freshman may register for an intermediate course with the permission of the instructor. Sophomores may register for all intermediate courses except those from which they are specifically excluded.

Students contemplating a major in English are advised to take one or two of the following: English 207, General Literature 291, Introductory Colloquia. English majors are encouraged to take allied courses in classics, other literatures, history, philosophy, religion, art, and theatre.

ENGLISH LANGUAGE & LITERATURE

- 111a *Forms of Writing.* Systematic practice in solving problems of writing, with emphasis on expository prose. Sections of twelve students, conducted as writing workshops. Attention to the preparation, writing, and analysis of student essays, with some discussion of fiction and journalistic writing, for practice in literary criticism and as models for student writing. M T W 9; M T 12, W 11; W Th F 10; W F 1:40-2:50; W 2, Th 3, F 2. Mrs Adams (*Director*).
- 111b A repetition of 111a. M T 12, W 11. Mrs Adams.
- 112a *Introduction to College English for Foreign Students.*

A. LANGUAGE AND LITERATURE

- 120a *Introductory Colloquia in Literature.* Each colloquium, consisting of no more than eighteen students, is conducted by means of directed discussion, with emphasis on reading with exactness and writing short analytical reports. Recommended for freshmen and sophomores. Mr Flower (*Director*).
- I. *Fiction.* A comparative study of the novel, the novella, and the short story, stressing the formal elements of fiction and their complex interconnections, with intensive analysis of works by writers such as Austen, Bellow, Faulkner, James, Joyce and Lawrence. M T W 9; M T W 10; M T 2, W 3; M T W 3; W 12, Th 11-12:50; W Th F 12. Members of the Department.
 - II. *Tragic Drama.* Plays by Marlowe, Shakespeare, Webster, T.S. Eliot, and others, with emphasis on tragic themes and techniques. W Th F 12. Mr Macdonald.
 - III. *Lyric Poetry.* A critical study of the elements of lyric poetry, with emphasis upon such poets as Donne, Keats, Yeats, Frost, and selected contemporary poets. M T 12, W 11. Miss Burke.
 - IV. *Medieval Epic, Saga, and Romance.* A study of these genres in translations of representative German, French, Scandinavian, Irish, and English works. M T 2, W 3. Mr Harward.
 - V. *Poet-Novelists: Thomas Hardy and D. H. Lawrence.* The interplay between their techniques in prose and poetry and their critique of progress and its anarchies in English culture. W Th F 12; Th 10, F 10-11:50. Mr Hill.
 - VI. *The Imagination and the City.* The modern metropolis in fiction and poetry. A study of works by Dickens, Joyce, Eliot, Crane, Virginia Woolf, William Carlos Williams, and others, in which the writer recreates and interprets urban experience. W Th F 12. Mrs. Mudge.

ENGLISH LANGUAGE & LITERATURE

- VII. *Poetry and Myth.* A study of the psychological and philosophical use of myth in literature. The course will consider works of Ovid, Spenser, Milton, Blake, Dickens, Thomas Mann or D. H. Lawrence, and others. M T 2, W 3. Mr Oram.
- VIII. *The American Dream.* A study of the recurring myth of innocence and success in works by Franklin, Dreiser, Fitzgerald, Faulkner, Ellison, and Albee. M T 12, W 11; W F 2, Th 3. Mr Murphy, Mr Flower, Mr Macdonald.
- IX. *The Criticism of Film and Fiction.* A study of the narrative and symbolic structure of film and fiction. Critical analysis of films by Antonioni, Bergman, Fellini and Pasolini and by writers of contemporary fiction. W 12, Th 11-12:50; M T 12, W 11; M T 2, W 3; students must also reserve M T 3-5 for viewing films. Mr Petersson, Mrs von Klemperer, Mr Van Voris.
- X. *Comedy.* Plays by Jonson, Shakespeare, Shaw, Beckett, and others, with emphasis on comic themes and techniques. M T 2, W 3. Mr Skulsky.
- XI. *The Double.* Studies in the divided self (the secret sharer or *Doppelgänger*) in the fiction of Poe, Melville, Conrad, Emily Brontë, Dostoevsky, Stevenson, Nabokov, and others. M T W 9. Mr Flower.
- XII. *The Gothic in Literature.* Horror, guilt, and the supernatural in novels, tales, and poems from the eighteenth to the twentieth century. Authors will include Walpole, Hogg, Godwin, Jane Austen, Coleridge, Mary Shelley, Hawthorne, Poe, James, and Wilde. W Th F 10. Mrs Jaffe.

120b *Introductory Colloquia in Literature.*

- I. *Fiction.* M T W 9. Mr Hill.
- II. *Tragedy.* Plays by Marlowe, Shakespeare, Webster, T. S. Eliot, and others, with emphasis on tragic themes and techniques. M T 12, W 11. Mr Skulsky.
- III. *The Hero and the Adversary.* The nature of the hero as a central problem in works by Homer, Shakespeare, Milton, Pope, Byron, Virginia Woolf, and others. M T W 9. Mr Oram.
- IV. *Medieval Epic, Saga, and Romance.* M T 2, W 3. Mr Harward.
- V. *The Fictive Self.* The imaginative concept of self in poetry and prose from different periods, including works by Shakespeare, Yeats, Joyce, Vonnegut, and Mailer. M T W 10; W Th F 10; W Th F 12. Mrs Schroeder, Mrs Bramwell, Mrs Jaffe.
- VI. *The Imagination and the City.* M T 1:40-2:50. Mrs von Klemperer.

ENGLISH LANGUAGE & LITERATURE

- VII. *Poet-Novelists: Thomas Hardy and D. H. Lawrence.* M T 1:40-2:50; M T W 9. Mr Banerjee.
- VIII. *The American Dream.* M T 12, W 11; W Th F 12. Mr Van Voris, Mr Macdonald.
- IX. *Southern Fiction.* A study of contemporary Southern writing in respect to such modes as tragedy, impressionism and expressionism, allegory, myth, and archetype. Authors will include Faulkner, Flannery O'Connor, R. P. Warren, Eudora Welty, and Truman Capote. M T 12, W 11. Miss Burke.
- X. *The Spirit and the Flesh.* The philosophical-religious concept of the duality of human nature as the basis of conflict in a variety of literary works. Readings will range from Augustine's *Confessions* and Bunyan's *Pilgrim's Progress* to Eliot's *Murder in the Cathedral* and Greene's *The Power and the Glory*. Narrative and lyric will also be included. M T W 9. Miss Burke.
- XI. *The Double.* W Th F 10. Mr Flower.
- XII. *The Gothic in Literature.* W Th F 12. Mrs Jaffe.

- 201b *The Reading of Poetry.* A study of the formal elements of the lyric—meter, diction, tone, metaphor, and structure—in a variety of styles and historical periods. Open to freshmen. M T 12, W 11. Mr Murphy.
- 207 *The Development of English Literature.* A study of its traditions, conventions, and themes. Lec. M 12, T W 11; three tutorial meetings each semester for groups of four students at hours to be arranged. Mr Harward, Mr Skulsky, Mr Oram, first semester; Mr Ellis, Mrs von Klemperer, Mr Oram, second semester.
- 209a *English Literature of the Nineteenth and Twentieth Centuries.* Representation of reality in poetry from Wordsworth to T. S. Eliot and in fiction from Dickens to Virginia Woolf, with some consideration of Victorian non-fictional prose. Primarily for non-majors. W 12, Th 11-12:50. Miss Randall.
- 209b *English Literature of the Nineteenth and Twentieth Centuries.* Private and transcendent worlds in poetry from Blake to Yeats and in fiction from the Brontës to D. H. Lawrence, with some consideration of Romantic non-fictional prose. Primarily for non-majors. W 12, Th 11-12:50. Miss Randall.
- 210b *The English Language.* A study of the major syntactic, semantic and phonological developments of English from its origins to the present time, with special consideration of some modern concepts in general and historical linguistics. M T 12, W 11. Mrs Schroeder.

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- [211a *Old English*. A survey of language and literature before 1066, with reading of prose and poetry, both in the original and in translation. To be offered in the fall of 1973.]
- [211b *Old English*. A study of *Beowulf*. Prerequisite: 211a. To be offered in the spring of 1974.]
- 214a *Chaucer*. His art and his social and literary background. Emphasis on the *Canterbury Tales*. Students should have had at least two semester courses in literature. M T W 9; M T 12, W 11. Mr Harward, Mrs Schroeder.
- 214b *Chaucer*. A repetition of 214a. M T W 9; W Th F 12, Th 11 at the option of the instructor. Mr Harward, Mr Hill.
- 215b *Medieval Literature*. A study of Chaucer's *Troilus and Criseyde* and of his minor poems; selected reading from other works of the period, including epics and courtly romances. Prerequisite: 214a or b, or permission of the instructor. W Th F 10, F 11 at the option of the instructor. Mr Harward.
- 217b *Sixteenth-Century Literature*. Prose and poetry from Wyatt through Shakespeare; a study of ideas and forms characteristic of the Renaissance. Hours to be arranged. Mr Young.
- 218a *Shakespeare*. *Romeo and Juliet*, *As You Like It*, *Twelfth Night*, *Richard II*, *Henry IV* Parts 1 and 2, *Henry V*, *Hamlet*. M T W 9; M 10-11:50, T 10; W Th F 10 and F 11 at the option of the instructor. Mr Young (Director).
- 218b *Shakespeare*. *Measure for Measure*, *King Lear*, *Macbeth*, *Troilus and Cressida*, *Coriolanus*, *Anthony and Cleopatra*, *The Winter's Tale*, *The Tempest*. M 10-11:50, T 10; M T W 9; W 12, Th 11-12:50, F 12 at the option of the instructor. Mr Petersson, Mr Young (Director).
- 220b *Milton*. The art of *Paradise Lost* and other major poems, with emphasis on form, cultural context, and Milton's unitive system of thought. T 11-12:50, W 11, and M 12 at the option of the instructor. Mr Petersson.
- 221b *Seventeenth-Century Poetry from Donne to Dryden*. Discussion of the Petrarchan convention, metaphysical imagery, Platonism, Christian-Humanism, and related topics. M T 2, W 3. Miss Burke.
- 222a *Pope, Swift, and Their Circle*. Discussion of the major figures, Pope and Swift, together with their contemporaries, Defoe, Prior, Addison, Shaftesbury, and Gay. W Th F 12. Mrs Jaffe.
- [222b *The Restoration*. Discussion of the major figures: Dryden, Marvell, and Rochester, together with their contemporaries, Thomas Hobbes, Samuel Pepys, Samuel Butler, Edmund Waller, John Bunyan, and others. To be offered in 1973-74.]

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- [223a *The Age of Sensibility*. Romantic tendencies in the eighteenth century: sentimental comedy, rediscovery of Nature, primitivism and progress, Gothic novel, and related topics.]
- 223b *The Age of Johnson*. Discussion of the major figures: Johnson, Goldsmith, and Boswell. Not to be offered in 1973-74. T Th 1:40-2:50. Mr Ellis.
- 224a *The English Novel*. Lectures, with occasional discussion, on the major English novelists from Defoe to Jane Austen. Emphasis on the novel as art, with some attention to biographical and social background. T Th 1:40-2:50 and W 3 at the option of the student. Mr Pickrel.
- 224b *The English Novel*. Lectures, with occasional discussion, on the major English novelists from Dickens to Forster. Emphasis on the novel as art, with some attention to biographical and social background. T Th 1:40-2:50 and W 3 at the option of the student. Mr Pickrel.
- 227a *The Romantic Poets*. An intensive study of Blake, Wordsworth, and Coleridge, together with discussion of selected poems of Shelley and Keats and an independent reading assignment in Byron. M 12, T 11-12:50. Miss Randall.
- 227b *Victorian Prose and Poetry*. A study of works by Carlyle, Tennyson, Browning, Arnold, Newman, the Pre-Raphaelites, Ruskin, Pater and Hopkins, with attention to post-Romantic uses of nature and myth, the role of the poet in an industrialized society, the public versus the private "voice", and the relationship between esthetic and religious values. W Th F 12. Mrs von Klemperer.
- 230a *Yeats and Joyce*. M T 12, W 11. Mr Connelly.
- 231a *Modern British and American Poetry*. The major poets from 1914 to 1940. Particular emphasis on the poetry of Yeats, Pound, Eliot, Stevens, Hart Crane, and Dylan Thomas. M T 2, W 3. Mr Murphy.
- [232a *American Poetry from the Seventeenth Century to the Present*. While the course attempts to survey the whole of American poetry, particular emphasis falls in the nineteenth century and on the poetry of Emerson, Whitman, Melville, Longfellow, Dickinson, Robinson, and Frost.]
- [234b *Hawthorne, Poe, and Melville*.]
- 235a *Major American Writers*. Taylor, Edwards, Emerson, Thoreau, Whitman, Poe, Hawthorne, Melville, and Dickinson. M T 2, W 3. Mr Flower.
- 235b *Major American Writers*. Twain, Howells, James, Dreiser, Fitzgerald, Hemingway, and Faulkner. M T 2, W 3. Mr Murphy.

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- 236b *Post-War American Fiction.* Bellow, Mailer, Updike, Ellison, Nabokov, O'Connor, and Barth. W Th F 12. Mr Flower.
- 237a *African Literature.* A survey of traditional and modern forms of sub-Sahara African literature, the relationship of these forms to each other, and the artistic response of modern writers to the distinctive historical developments of their regions. Readings in folklore, poetry, and fiction. Hours to be arranged.
- 237b *Literature from Black America and the Caribbean.* A survey of the literature from 1760 to the present. Excerpts from slave narratives, orations, addresses, poetry, fiction, and autobiography, in addition to a focus on the classic novels. Hours to be arranged.
- 240a *Tragedy.* Plays, novels, films, and poetry, Greek, Renaissance, and modern (Dostoevsky, Lorca, Beckett, Yeats, Fellini, Bergman). Testing the ideas and techniques of traditional tragedy against modern forms. Incidental attention to theory: Aristotle, Nietzsche, Unamuno, Jaspers. T 11-12:50, W 11, and M 12 at the option of the instructor. Mr Petersson.
- [241a *Idea and Form in Twentieth-Century Fiction.* The modern novel with particular emphasis on Proust, Kafka, Camus, Faulkner and Beckett.]
- 242a *Existential Literature.* Form and content. Discussion of the fiction of Kierkegaard, Sartre, Kafka, and Beckett. M T 1:40-2:50 and W 3 at the option of the instructor. Miss Kern.
- [243a *The Theory and Practice of Criticism.*]
- [243b *Modern Critical Approaches.*]
- [244b *English Literature since 1945.* A study of some of the chief writers in English to emerge since the Second World War. About half of the course will be devoted to fiction; the other half to be divided among drama, verse and prose nonfiction. Some of the writers to be considered are: Murdoch, Spark, Amis, Larkin and Pinter.]
- GENERAL LITERATURE 291 *A Survey of Selected Masterpieces from Homer to Tolstoy.* See p. 212.
- 301, 301a, 301b *Special Studies.* Independent study, normally for majors. Admission by permission of the instructor and the Chairman.
- 302a *The Teaching of English.* A course for prospective teachers of English in secondary schools. The teaching of composition and literature. Selection and presentation of material. Demonstration and practice. Admission by permission of the instructor. M T 2, W 3. Mrs Bramwell.
- See also Classics 325b *Renaissance Latin.*

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UNDERGRADUATE SEMINARS

Open to seniors and juniors, as well as to sophomores who have completed English 207 or General Literature 291. (See p. 212.)

- 310a *Medieval English Poetry and Drama*. A study of dramatic and narrative forms, allegory and figuralism, in fourteenth- and fifteenth-century literature including selected mystery and morality plays, *Piers Plowman*, and *Pearl*. Recommended background: 214a or 214b. Not to be offered in 1973-74. M 7:30. Mrs Schroeder.
- [313a, 313b *The English Drama in the Age of Shakespeare*. The development of form and theme in the work of Shakespeare and his major contemporaries. First semester: Marlowe, Kyd, and the Elizabethan Shakespeare (e.g., *Richard III* to *Hamlet*). Second semester: Jonson, Webster, Middleton, and the Jacobean Shakespeare (e.g., *Measure for Measure* to *The Winter's Tale*). As a year course it fulfills the Shakespeare requirement, but either semester may be taken by itself. Priority given to honors students.]
- [314b *Milton*. Priority given to honors students. Not open to students who have taken or are taking 220a.]
- 315a *Baroque and Classical Style*. A comprehensive view of seventeenth-century literature and the other arts. Readings in Wölfflin, Kitson, and Clark. Specific selections from Donne, Herbert, Milton, Marvell, and continental baroque poetry; and from the painting, sculpture, architecture, and music of Italian, Spanish, French, Dutch, and Flemish baroque. Recommended background: seventeenth-century literature, art, or music. Th 7:30. Mr Petersen.
- 316b *Restoration and Eighteenth-Century Drama (1660-1800)*. Selected plays by Dryden, Congreve, Gay, Sheridan and others who have influenced modern drama. The text of each play is viewed in terms of its theatre and, as far as practicable, the art, music, social issues, philosophy, English or Continental writing, which inform it. M 7:30. Mr Van Voris.
- 320b *The Poetry and the Art of William Blake*. A study of songs, ballads, and representative Prophecies, of selected drawings, paintings, and engravings, and of the composite art of the illuminated books, with some consideration of Blake's relation to later imaginative writing and criticism. T 3-5. Miss Randall.
- 321b *Ballad*. The ballad as an art form: its types, origins, intrinsic values, literary adaptations, and discography. Th 4. Mr Ellis.

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- 322b *Romantic Poetry*. An intensive study of the major Romantic poets: Wordsworth, Coleridge, Byron, Shelley, and Keats. Discussion of various contexts which illuminate the Romantic movement in England, such as the impact of radicalism, theories of knowledge and perception, and continuity and change in the major genres. Priority given to honors students. Not open to students who have taken or are taking 227a. Th 7:30. Mrs Adams.
- [323b *Victorian Prose and Poetry*. Selected works by the principal poets and essayists of the period studied in relation to such problems as the role of the writer in an industrialized society and the nature of the dramatic monologue. Priority given to honors students. Not open to students who have taken or are taking 227b.]
- [324a *Nineteenth-Century Studies: Inquiry and Dissent*. Crises of belief and forces for reform (within the self, within society: sources of authority, obliqueness in analysis and argument, post-Romantic images of disintegration and renewal) in the non-fiction, novels, and poetry of such figures as Mill, Carlyle, Dickens, Newman, Eliot, Browning, Arnold, and Morris.]
- [325a *George Eliot and Thomas Hardy: The Province of Romance*. A study of their major works with emphasis on the relationship between the psychology of character and fictional coherence in their provinces.]
- 326a *William Butler Yeats*. A study of his poetry and its relation to the symbolist tradition. Th 4. Miss Shook.
- 327a *Aestheticism and Decadence*. The problematic relation of aesthetic experience to the natural world, social, moral or religious norms in works by Baudelaire, Swinburne, Pater, Wilde, the early Yeats, and others. Th 4. Mrs von Klemperer.
- [328b *James Joyce*. A study of Joyce's major works, with particular emphasis on *Ulysses*.]
- 329a *Modern Irish Drama*. A close study of important twentieth-century plays by such Irish and Anglo-Irish writers as Shaw, Yeats, Synge, O'Casey, and Beckett. Th 7:30. Mr Van Voris.
- [330b *Modern Poetry*. A study of the major English and American poets from 1914 to the present. Particular emphasis on the poetry of Yeats, Pound, Eliot, Stevens, and Lowell. Priority given to honors students. Not open to students who have taken or are taking 231.]
- [331b *Modern Fiction*. Issues and problems (self-dramatizing, randomness and casual design, the role of myth, fictional games, vagaries in time) in novels,

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stories, and essays by such writers as Flaubert, Melville, Conrad, Mann, Lawrence, Kafka, Borges, and Beckett, with stress on the ways they bring pressure to bear on social and historical fact.]

[332a *D. H. Lawrence.*]

333a *A Major British or American Writer.* Spenser. Th 7:30. Mr Young.

333b *A Major British or American Writer.* Shakespeare—Poet in the Theatre. Th 4. Mr Mack.

[334a *Herman Melville.*]

335a *Henry James.* M 7:30. Mrs von Klemperer.

[336a *Anglo-American Literary Relations:* fiction, poetry, essays, and letters of such writers as Irving, Dickens, Melville, Hawthorne, Trollope, Twain, James, Pound, and Eliot.]

337b *Studies in Contemporary American Fiction.* Bellow, Mailer, Nabokov. Th 7:30. Mr Flower.

[338b *William Faulkner.*]

339a *American Literature.* The subject of this seminar will vary from year to year. Topic for 1972-73: The Arts of Colonial America. Emphasis will be placed on the literary arts and the work of Bradstreet, Taylor, Franklin, and Edwards, but the student will also be introduced to the decorative arts and domestic architecture. There will be an opportunity to view the collections at Deerfield, The Boston Museum of Fine Arts, The Wadsworth Athenaeum and the Garvan Collection at Yale. W 7:30. Mr Murphy.

340b *Heroic and Pastoral.* An introduction to the epic and pastoral modes. Stress on the kinds of experience each mode tends to treat, and on the relationships between the two modes. Works of Homer, Virgil, Shakespeare, Milton, Marvell, Pope and others. M 7:30. Mr Oram.

341b *Religious Poetry.* Poems by Donne, Herbert, Crashaw, Smart, Hopkins, Thompson, and Eliot. M 3. Mr Skulsky.

342b *Comedy.* A study of comic literature (drama, prose, verse). Readings from Aristophanes, Plautus, Terence, Rabelais, Shakespeare, Congreve, Pope, James, and Mann. Emphasis will be on literary aspects of the works covered, but there will be some attention to theories of the humorous and the laughable from ancient and modern authors. M 7:30. Mr Macdonald.

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343b *Satire*. The development of satire in English, from the Renaissance to such writers as Nabokov, Beckett and Mailer; theoretical problems raised by the attempt to formulate a definition of satire. Th 7:30. Mrs Jaffe.

[344b *Literary Criticism from Plato to Dryden.*]

345b *Modern Literary Criticism*. A study of the major approaches which characterize modern literary criticism, including formalist criticism, psychological, genre and myth criticism, sociological and Marxist criticism, and the recent attention to thematic, intellectual and historical "contexts." Analysis of selected texts by Shakespeare, Donne, Coleridge, Dickens and Faulkner. Some of the critics considered will be Eliot, Wimsatt, Burke, Frye, Crews and Hartman. W 7:30. Mrs Adams.

346a *Literary Perspectives on Women*. A study of two literary traditions, religious and secular love poetry on the one hand, and anti-feminist conventions on the other, from courtly love and medieval misogynist literature to their modern counterparts. Texts selected from authors of various periods (Milton, Pope, Blake, Brontë and Woolf) and genres (Hymns to the Virgin, "The Wife of Bath's Tale," *Middlemarch*). W 7:30. Mrs Adams.

346b A repetition of 346a. M 7:30. Mrs Schroeder.

348a *Literature and Film*. A critical analysis of the intrinsic qualities of each medium and their interrelations. M 7:30; M and T from 3 to 5 must be reserved for viewing of films. Not open to students who have taken English 120a IX on film and fiction. Mr Connelly.

GRADUATE STUDY

401, 401a, 401b *Graduate Special Studies*. Independent study for graduate students. Admission by permission of the Chairman.

[406b *Shakespeare.*]

[411b *Advanced Studies in English or American Literature.*]

B. COURSES IN WRITING

Only one course in English composition may be taken in any one semester except by permission of the Chairman. Second semester courses are open to students who have not taken the corresponding course in the first semester as well as to those who have done so.

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- 260a *The Writing of Poetry*. Admission by permission of the instructor. W 7:30. Mr Banerjee.
- 260b A repetition of 260a. Admission by permission of the instructor. W 7:30. Mr Van Voris.
- 261a *The Writing of Fiction*. W 7:30. Mr Pickrel.
- 261b A repetition of 261a. W 7:30. Mr Pickrel.
- [360a, 360b *Seminar in Poetry Writing*.]
- 361a *Seminar in Fiction Writing*. Th 4. Mr Pritchett.
- [362a *Seminar in Essay Writing*.]

THE MAJOR

Advisers: Mrs Adams, Mr Ellis, Mr Flower, Mr Haruard, Mrs Jaffe, Mr MacDonald, Mr Murphy, Mr Oram, Mr Petersson, Mrs Schroeder, Miss Shook (first semester), Mr Skulsky, Mrs von Klemperer.

Requirements: For members of the classes of 1973, 1974, and 1975: (1) two semester courses or one year course chosen from the following: 120a, 120b, 207, General Literature 291; (2) 214a or b; (3) 218a or b; and (4) seven additional courses above the introductory level, two of which may be in literatures other than English. For members of the class of 1976 and thereafter: (1) 207 or General Literature 291; (2) 214a or b; (3) 218a or b; and (4) seven additional courses, six of which must be above the introductory level and two of which may be in literatures other than English. The student is urged to elect at least one course chosen from the Renaissance and Seventeenth Century, and at least one course chosen from the Restoration and Eighteenth Century. One semester course in writing may be counted within the minimum requirements for the major. The department strongly recommends that students in the major elect at least one seminar a year.

Examination: In her senior year, each student is required to take *one* examination chosen from the following:

- A. An oral examination centering on a single work, selected by the student and approved by the department's Committee on Examinations. The student should be prepared to range beyond that work by associating it with other works by the same author, or in the same period or genre.
- B. A written examination centering on the relationship between a critical text selected from a designated list, and two relevant literary works selected by the student and approved by the department's Committee on Examinations.

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- C. A written examination on one of three groups of works, each group consisting of three works thematically related but differing in period or genre. The examination will be concerned both with textual analysis and with comparison and contrast.

The examinations will be administered in January and May (except that the oral examination will be administered only in January). Seniors are urged, however, to take their examinations in January.

HONORS

Directors: For the Class of 1973, Miss Shook (first semester) and Miss Randall (second semester); for the Classes of 1974 and 1975, Mr Van Voris.

Requirements: Students in Honors must fulfill the general requirements of the major. They will normally be given priority in seminars and will take at least one in each semester of the junior and senior years. In the first semester of the senior year, they will present a long paper to count for one semester course beyond the nine courses in English required for the major. In either first or second semester of the senior year they may carry twelve rather than sixteen hours.

Two examinations: One examination is chosen from the three offered to all students in the major. The other examination is on four major authors chosen by the student. No more than two of these four authors may be from any one of the following fields: Medieval Literature to 1500; Renaissance and Seventeenth Century, 1500-1674; Restoration and Eighteenth Century, 1660-1800 (excluding Milton); Nineteenth and Twentieth Centuries (including American Literature). Both of these examinations will be taken in May of the senior year.

FRENCH LANGUAGE & LITERATURE

PROFESSORS:	JEAN LAMBERT, LIC. ÈS L., D.E.S. EDITH KERN, PH.D.
ASSOCIATE PROFESSORS:	JOSEPHINE LOUISE OTT, PH.D. ANDRÉE DEMAY, AGRÉGÉE DE L'UNIVERSITÉ PATRICIA WEED, PH.D., <i>Chairman</i> §MARIE-JOSÉ MADELEINE DELAGE, LIC. ÈS L., D.E.S., DOCTEUR EN HISTOIRE
ASSISTANT PROFESSORS:	**MARJORIE ANN FITZPATRICK, PH.D. **LAWRENCE ALEXANDER JOSEPH, PH.D. DAVID R. BALL, LIC. ÈS L., DOCTEUR EN LITTÉRATURE GÉNÉRALE ET COMPARÉE
INSTRUCTOR:	JEFFREY ALAN HORN, A.M.
LECTURERS:	JOHN M. BUTEAU, A.M. LUCILE MARTINEAU, A.M., M.S.W. JOAN TERESA ROSASCO, M.A. JAMES SACRÉ, M.A. MARILYN SCHUSTER, M.PHIL. ANNICK SEC, LIC. ÈS L., MAÎTRISE D'ANGLAIS

All classes and examinations in the department, except 334a, are conducted in French.

Qualified students may apply for residence in Dawes House, *La Maison Française*.

In sectioned courses, the principal times of meeting are indicated but the instructor may elect to use additional hours in a time block.

A. LANGUAGE

- 100D *Accelerated Beginning Course.* Not open to students presenting entrance units in French except by permission of the Director. (*Three semesters' credit.*) Lec. Th 5; sect. M T W Th F 10. Miss Ott.
- 102a *Intensive Elementary Course.* Grammar review based on an analysis of contemporary texts: Sartre, Camus, and others. Prerequisite: two entrance units. Lec. Th 5; sect. M T W 9; W F 2, Th 3. Members of the Department.
- 103b A continuation of 102a. Prerequisite: 102a, or permission of the instructor. Lec. Th 5; sect. M T W 9; W F 2, Th 3. Members of the Department.
- 104a *Intermediate Course.* Grammar review based on an analysis of contemporary texts: Camus, Duras, and others. Prerequisite: three entrance units. Lec. Th 5; sect. M T W 9; M T 12, W 11; M T 2, W 3; W Th F 9. Members of the Department.

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- 105b A continuation of 104a. Prerequisite: 104a or permission of the instructor. Lec. Th 5; sect. M T W 9; M T 12, W 11; W Th F 10. Members of the Department.
- 200a *Composition and Oral Work*. Study of modern French authors from the point of view of language. Prerequisite: four entrance units, or 100b, or 102a and 103b, or 104a and 105b; or permission of the department. M T W 9; M T W 10; M T 2, W 3; W Th F 9; W Th F 10; W F 2, Th 3. Members of the Department.
- 201b A continuation of 200a. Prerequisite: 200a or permission of the department. M T W 9; W Th F 9; W Th F 12. Members of the Department.
- 202b *Composition and Oral Work*. Based on contemporary readings with emphasis on current political, social and economic problems. Extensive use will be made of material from newspapers and periodicals. Prerequisite: 200a or permission of the department. M T W 9; M T 2, W 3; W Th F 12. Members of the Department.
- [206a *Theoretical and Practical Phonetics*. Exercises in hearing, pronunciation, and phonetic dictation. Admission by permission of the department. Two class hours. *One-quarter course credit*.]
- 302a *Advanced Composition and Oral Work*. Admission by permission of the instructor. W Th F 10. Miss Demay.
- 303b A continuation of 302a. Prerequisite: 302a or permission of the instructor. W Th F 10. Miss Demay.
- 306a *The Teaching of French*. Problems and methods of modern language teaching in the elementary and secondary schools. Practice teaching at these levels in the Northampton schools. Admission by permission of the instructor. W 7:30. Mr Buteau.
- 307b A continuation of 306a. Prerequisite: 306a or permission of the instructor. W 7:30. Mr Buteau.

B. LITERATURE

Unless otherwise stated, the prerequisite for intermediate literature courses is four entrance units, or two semesters above the level of 103b, or permission of the department.

Unless otherwise stated, the prerequisite for advanced courses is two semester literature courses at the intermediate level or permission of the department.

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- 216a *Readings in Contemporary Literature.* A study of three literary forms based on works by twentieth-century authors: drama (Anouilh, Ionesco, Beckett); poetry (Apollinaire, Eluard); the novel (Camus, a *nouveau roman*). Students presenting only three entrance units are urged to seek admission to this course if they have strong preparation. M T 12, W 11; M T 2, W 3; W Th F 10; W Th F 12. Members of the Department.
- 216b A repetition of 216a. M T 2, W 3; W Th F 12. Members of the Department.
- 217a *Studies in Literary Forms: Drama.* Comedy from the seventeenth century to the present. (Molière, Marivaux, Beaumarchais, Musset, Ionesco). M T W 9; W Th F 9. Members of the Department.
- 217b A repetition of 217a. M T 2, W 3.
- 218a *Studies in Literary Forms: Lyric Poetry.* Traditional poetic themes: nature, love, death, the voyage. Poems of many periods will be studied with emphasis on works from Baudelaire to the present. M T 12, W 11; W Th F 10. Members of the Department.
- 218b A repetition of 218a. M T 2, W 3; W Th F 10. Members of the Department.
- 219a *Studies in Literary Forms: The Novel.* The evolution of the novel from Balzac to the *nouveau roman*. Prerequisite: one semester course in language or literature at the intermediate level, or permission of the department. Well qualified freshmen are urged to seek admission to this course. M 10-11:50, T 10.
- 219b A repetition of 219a. M 10-11:50, T 10; W Th F 10. Members of the Department.
- 225a *The Classical Ideal.* Seventeenth-century drama. Selected works of Corneille, Molière, and Racine. M 10-11:50, T 10; W Th F 12. Members of the Department.
- 225b A repetition of 225a. M T 12, W 11.
- 226b *The Classical Ideal.* A study of the *moralistes* of the seventeenth century. Selected works of Descartes, Pascal, LaRochefoucauld, Madame de La Fayette, La Fontaine, and La Bruyère. Prerequisite: 225a or 225b, or permission of the department. Well-qualified freshmen are urged to seek admission to this course. W F 2, Th 3.
- 311a *Preromanticism and Romanticism.* The romantic revolution in the first half of the nineteenth century. Works by Chateaubriand, Hugo, Musset, Vigny,

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- and others, with references to other European literatures. M T 2, W 3; W Th F 12. Miss Weed, Mr Lambert.
- 311b *Masters of the Nineteenth-Century Novel*. Balzac, Stendhal, Flaubert, Zola. M T 2, W 3. Miss Weed.
- 313b *French Poetry of the Second Half of the Nineteenth Century*. The opening of the modern era in French poetry: Baudelaire, Verlaine, Rimbaud, Mallarmé. Prerequisite: 311a, or permission of the instructor. W Th F 10. Mr Ball.
- 314a *French Literature of the Eighteenth Century*. New trends in literary sensibility from Marivaux to Rousseau. W Th F 12. Miss Demay.
- [314b *French Literature of the Eighteenth Century*. The Enlightenment and the "Philosophes." Works by Montesquieu, Voltaire, Diderot, and others.]
- [315a *French Literature of the Middle Ages*. Romance (Chrétien de Troyes), epic and lyric poetry.]
- 316b *French Literature of the Renaissance*. Rabelais, Montaigne, The Poetry of the Pléiade. Open to juniors and seniors who have taken a semester course in French literature at the advanced level, or by permission of the instructor. W Th F 12. Mr Lambert.
- 317a *French Classicism*. Topic for 1972-73: Molière. Open to juniors and seniors who have taken a semester course in French literature at the advanced level, or by permission of the instructor. Hours to be arranged. Miss Fitzpatrick.
- [318a *The Contemporary French Novel*. Major trends in the modern French novel: Proust, Gide, Sartre, Camus, and the *nouveau roman*. Open to juniors and seniors who have taken 311b, or by permission of the instructor.]
- 318b *Twentieth-Century French Drama*. A study of absurdity in plays by Camus, Tardieu, Beckett, Genet, and Ionesco. Open to juniors and seniors who have taken a semester course in French literature on the advanced level, or by permission of the instructor. M 10-11:50, T 10. Miss Kern.
- 320a *Tradition and Innovation in Twentieth-Century Poetry*. Valéry, Claudel, Apollinaire, the surrealist movement, Saint-John Perse, Eluard, Aragon, and others. W Th F 10. Mr Joseph.
- 350a, 350b *Special Studies*. Admission by permission of the department; normally for senior majors.

FRENCH LANGUAGE & LITERATURE

C. CIVILIZATION

- 330a *Contemporary France*. Historical, literary and social phenomena from 1939 to the present. (Existentialism, decolonization, and other topics.) Prerequisite: two semester literature courses at the intermediate level. W Th F 12. Mrs Martineau.
- 334a *French Canadian Civilization*. The evolution of French Canada from the days of exploration to the current separatist crisis. A study of the principal historical, political and cultural developments, with emphasis on the province of Quebec. Conducted in English. A reading knowledge of French is strongly recommended. Admission by permission of the instructor. Hours to be arranged. Miss Fitzpatrick.

D. SEMINARS

- 342b *Stylistics*. Composition, translations, analyses of various oral and written French styles. T 3-5. Miss Ott.
- 343a *Theme and Form in French Literature*. Topic for 1972-73: The Voyage: Travels of great French writers. Montaigne, Chateaubriand, Stendhal, Hugo, Nerval, Gautier, Gide, Cocteau, Beauvoir, Lévi-Strauss. Th 4-6. Mr Lambert.
- [344b *Studies in Drama*.]
- [345a *French Thought*.]
- 346b *Studies in Poetry*. Topic for 1972-73: Epic, lyric and visionary modes in the poetry of Victor Hugo. References will be made to his novels and plays and to works of other French and English writers of the period. Th 4-6. Miss Demay.
- [347a *Studies in Eighteenth-Century Literature*.]
- 348a *Studies in Nineteenth-Century Literature*. Topic for 1972-73: Balzac and the Balzacian Heritage (as seen in the French, English, and American novel). T 3-5. Miss Ott.
- [349a *Studies in Twentieth-Century Literature*.]

E. GRADUATE

Adviser: Mr Joseph, first semester; Mr Ball, second semester.

450, 450a, 450b *Research and Thesis*. (May be taken for double credit.)

451, 451a, 451b *Advanced Studies*. Arranged in consultation with the department.

FRENCH LANGUAGE & LITERATURE

THE MAJOR

Advisers: For the Class of 1973, Miss Ott; for the Class of 1974, Miss Demay; for the Class of 1975, Miss Weed.

Requirements: Twelve semester courses including the following: two semester courses in language at the advanced level: 302a, followed by either 303b or 342b; one intermediate or advanced level semester course in European history, preferably French; seven semester courses in literature, of which five must be at the advanced level.

Students are expected to elect courses in at least four different centuries of French literature, including the seventeenth.

Majors spending their junior year in Paris will normally meet certain of these requirements during that year, in particular the advanced courses in language. Courses in European history are also available in Paris.

Recommended courses: Courses in Latin (particularly if no entrance units in the language are presented) and in the literature of another modern language.

Competence requirement: A major will be required to choose one of the following:

- a. a comprehensive examination of competence; *or*
- b. a paper on a topic proposed by the student and approved by the department;
- or*
- c. a prepared question examination on a topic proposed by the student and approved by the department.

Option a, b, or c will be complemented by an oral *explication de texte* (20 minutes, in addition to time for preparation).

HONORS

Director: Miss Demay.

Requirements: Within the requirements of the major, candidates shall select one area of study and plan a two year program of advanced work (Grade III courses, seminars, special studies) in consultation with the Director of Honors. Students shall normally enter the honors program at the beginning of the junior year. The work of the junior year may very effectively be done in France. A student shall elect in at least one other department courses which will broaden her knowledge of her field. She shall write a thesis on some aspect of this field, to be submitted normally at the end of the first semester of the senior year.

Examinations: a) a general examination, both oral and written, covering at least three centuries of French literature, to be taken at the end of the senior year; b) an examination in the individual field of study. This examination may be taken at the end of the first semester of the senior year and part of it, under special circumstances, at the end of the junior year.

GEOLOGY

ASSOCIATE PROFESSOR: †HENRY ROBERT BURGER, III, PH.D., *Chairman*

ASSISTANT PROFESSORS: BRIAN WHITE, PH.D.

ALLAN LUDMAN, PH.D., *Acting Chairman*

HAROLD ALLEN CURRAN, PH.D.

LECTURERS: ¹MARSHALL SCHALK, PH.D.

ANN MARIE TALLMAN, M.A.T

Special placement in geology courses is possible for students who pass a qualifying examination given by the department.

Unless otherwise noted, 111a or 114b is a prerequisite for all other courses in the department. Note that there are additional prerequisites for some advanced courses.

- 111a *Physical Geology.* The origin of mountain ranges, continents, and ocean basins; sculpturing and evolution of the land surface; mineral resources; and geologic aspects of conservation and urban development. Laboratories include field trips to areas of local geologic interest. Optional weekend field trip to Cape Cod. Three hours of lecture, one three-hour laboratory. Lec. M T W 9; lab. M, T or Th 2-4:50 or Th 10-12:50 or F 9-11:50. Mr Ludman and Members of the Department.
- 111b *Origin and Evolution of the Earth.* The geologic history of our planet as revealed by the rocks and fossils of the earth's crust. Topics include the origins of the earth and life, the measurement and significance of geologic time, the geologic evolution of North America from the Precambrian to present, and the rise of man as the planet's dominant species. Three hours of lecture and one three-hour laboratory or field trip. Prerequisite: 111a. Lec. M T W 9; lab. M or Th 2-4:50. Mr Curran and Members of the Department.
- 114b A repetition of 111a. Three hours of lecture, one three-hour laboratory. Lec. W Th F 10; lab. M or Th 2-4:50. Miss Tallman.
- 144b *Oceanography.* An introduction to the marine environment with emphasis on the nature and circulation of oceanic waters, submarine topography and sedimentation, oceanic productivity, and man's exploitation of the oceans. Prerequisite: 111a or another introductory science course and permission of the instructor. Lec. M 10-11:50, T 10; lab. T 2-4:50. Mr Curran.
- 201a *Field Studies in Urban Geology.* The application of geologic principles and techniques to selected urban problems. Field study in cooperation with the City of Northampton. No prerequisite. Enrollment limited to twelve students. Admission by permission of the instructor. T 11-12:50, 2-4:50. Mr White.

GEOLOGY

- 217b *The Environment: Past, Present and Future.* A study of the physical environment, man's place within it, his impact upon it, and the restrictions it places on his present activities and future prospects. Topics include the origin and present status of the atmosphere, oceans, water supply, fossil fuels, metallic and non-metallic minerals. No prerequisite. W Th F 12. Mr White and Members of the Department.
- 221a, 221b *Mineralogy and Petrology.* The study of minerals and the processes by which they form in igneous and metamorphic rocks. First semester: crystallography and crystal chemistry; x-ray and optical techniques of mineral analysis. Second semester: processes of magmatic crystallization; metamorphic facies and facies series. Open to chemistry majors by permission of the instructor. Lec. W Th F 10; lab. M 2-4:50. Mr Ludman.
- 223b *Geochemistry.* The application of selected principles of chemistry to complex geological processes. Topics include theories of terrestrial and lunar origin, the geochemical differentiation of the earth, radiometric dating of rocks, and stable isotope geology. Prerequisites: 111a or 114b and either entrance units in chemistry, a semester of introductory chemistry, or permission of the instructor. M T W 9. Mr Ludman.
- 231a *Invertebrate Paleontology and Paleocology.* A study of the major groups of fossil invertebrates including their phylogenetic relationships, paleoecology and biostratigraphic importance. Prerequisite: 111b; open without prerequisite to majors in the Biological Sciences by permission of the instructor. Lec. M T W 9; lab. T 2-4:50. Mr Curran.
- 232b *Sedimentation.* An analysis of modern sedimentary environments and the interpretation of ancient sedimentary rocks in the light of resulting data. Problem-oriented field and laboratory projects. Prerequisites: 251a, and 221a or 221b taken concurrently. Lec. M 12, T 11-12:50, W 11 at the option of the instructor; lab. T 2-4:50. Mr White.
- [241b *Structural Geology.* The study and interpretation of rock structures with emphasis on the mechanics of deformation; behavior of rock materials; and methods of analysis. Prerequisite: 221b or 221b taken concurrently. Lec. W 12, Th 11-12:50, F 12 at the option of the instructor; lab. Th 2-4:50. Mr Burger.]
- 251a *Geomorphology.* The study of landforms and their significance in terms of the processes which form them. Selected reference is made to examples in the New England region and the classic landforms of the world. Prerequisite: 111a or 114b. W Th F 12, Th 11 at the option of the instructor; lab. Th 2-4:50. Miss Tallman.

- [261b *Earth Physics*. The application of geophysical principles to an understanding of the earth and major earth processes. Offered in alternate years. W 2-3:50. Mr Burger.]
- 301a, 301b *Advanced Work or Special Problems in Geology*. Admission by permission of the department. For senior geology majors only. Members of the Department.
- [321a *Advanced Metamorphic Petrology*. A detailed examination of metamorphic reactions and the factors controlling metamorphism. Individual research projects will concentrate on stability of individual minerals under varied metamorphic conditions. Prerequisite: 221b and either a semester of introductory chemistry or permission of the instructor. Offered in alternate years. Lec. W Th F 12; lab. to be arranged. Mr Ludman.]
- 331a *Advanced Paleontology*. Topics in invertebrate paleontology, micropaleontology, and paleoecology. Application of modern concepts and techniques to the solution of paleontologic problems. Problem-oriented laboratory and field research projects. Lec. M 10-11:50, T 10; lab. W 2-3:50. Mr Curran.
- [332b *Principles of Stratigraphy*. The impact of modern concepts of stratigraphic analysis, sedimentary tectonics and environmental interpretation on classical stratigraphy. Examples will be drawn from the Connecticut Valley and nearby areas whenever possible. Admission by permission of the instructor. Offered in alternate years. Lec. M 12, T 11-12:50, W 11; lab. T 2-4:50. Mr White.]
- [333b *Carbonate Rocks*. A detailed study of Recent carbonate depositional environments and interpretation of analogous ancient carbonate rocks. Modern laboratory techniques will be used to solve problems arising from field studies of carbonate rocks. Admission by permission of the instructor. Offered in alternate years. Lec. M 12, T 11-12:50, W 11; lab. T 2-4:50. Mr White.]
- [341b *Advanced Structural Geology*. Topics in rock mechanics, soil mechanics, and experimental rock deformation, approached through selected laboratory and field research problems. Admission by permission of the instructor. Offered in alternate years. Lec. W 2-3:50; two-hour laboratory to be arranged. Mr Burger.]
- 351b *Glacial and Periglacial Geology*. The geological aspects of glaciers and glaciation developed through the study of the origins and evolution of glacial geomorphic features. The periglacial environment, past and present, will be related to Quaternary landforms. Prerequisites: 111a or 114b and permission of the instructor. Three hours of lecture and one three-hour laboratory or field trip per week. Hours to be arranged. Miss Tallman.

GEOLOGY

[355a *Senior Research Seminar in New England Geology.* A multidisciplinary approach to understanding the evolution of the Northern Appalachian tectonic province. Weekend field trips will traverse the Appalachian Geosyncline in New England. Individual research projects will focus on specific problems in regional orogenesis. Open only to senior geology majors. Offered in alternate years. W 2-3:50. Mr. Ludman.]

371 *Honors Project.* Admission by permission of the department. Members of the Department.

GRADUATE

Adviser: Mr Ludman.

401a, 401b *Advanced Work or Special Problems in Geology.* Admission by permission of the department. Members of the Department.

471a, 471b *Research and Thesis in Geology.* Members of the Department.

THE MAJOR

Adviser: Mr White.

Basis: 111a or 114b, and 111b.

Requirements: Eight semester courses, above the basis and including the following: 221a, 221b, 231a, 232a, 241b, 251a, and two additional courses, one of which must be at the advanced level. (The requirement of Geology 251a is effective with the Class of 1975. Other classes may substitute a geology elective.) The department envisions several possible approaches to the major; some contain additional recommendations beyond the courses specified above. Prospective majors, particularly those planning to go to graduate school or teach earth science in secondary schools, should see the departmental adviser as early as possible.

An examination of competence.

A summer field course or equivalent experience is recommended for all majors, particularly those who plan to continue their education beyond the Bachelor's degree.

HONORS

Director: Mr Curran.

Basis: 111a or 114b, and 111b.

Requirements: Eight semester courses, above the basis, as in the major; and an honors project equivalent to two semester courses. Entrance by May of the junior year. One written examination, and presentation and defense of the thesis. For additional requirements, consult the Director.

GERMAN LANGUAGE & LITERATURE

PROFESSOR:	WILLY SCHUMANN, PH.D., <i>Chairman</i>
ASSOCIATE PROFESSOR:	GEORGE SALAMON, PH.D.
ASSISTANT PROFESSORS:	HANS RUDOLF VAGET, PH.D. JUDITH LYNDAL RYAN, PH.D.
INSTRUCTOR:	§MARGARET SKILES ZELLJADT, A.M.

Students who enter with previous preparation in German will be assigned to appropriate courses on the basis of a placement examination.

Students who plan to major in German or wish to spend the junior year in Germany should take German in the first two years. Courses in European history and in English literature are also recommended.

A. GERMAN LANGUAGE

- 100 *Elementary Course.* An introduction to spoken and written German, presenting practical vocabulary and basic expressions used in conversational practice, simple written exercises and listening and reading comprehension. Emphasis is on development of oral proficiency as well as gradual acquisition of skills in reading and writing German. Four class hours and laboratory. M T Th F 9, 10. Members of the Department. Mr Schumann (*Director*).
- 100D *Accelerated Elementary Course.* An intensive introduction to spoken and written German. Emphasis in the first semester is on development of oral proficiency and a gradual acquisition of skills in reading and writing German. The second semester is devoted equally to reading and discussing in German of selected short stories by modern German writers and to a review of grammar with additional practice in speaking and writing German. Three semesters' credit. Six class hours and laboratory. M-F 10, M 11. Mr Vaget.
- 101 *Elementary Reading Course.* An introduction to the German language for upper-classmen who wish to acquire proficiency in reading comprehension. Treatment of essential grammatical structures and acquisition of basic vocabulary to facilitate reading of German expository prose. Not a prerequisite for 112. W Th F 12. Mr Vaget (first semester), Mrs Ryan (second semester).
- 112 *Intermediate Course.* Practice in oral and written German; selected works by such authors as Brecht, Dürrenmatt, Hesse, Kafka, Mann and Frisch. Prerequisite: two entrance units or 100. W Th F 10, F 11; M T 12, T W 11. Members of the Department. Mrs Ryan (*Director*).
- 221a, 221b *Composition and Conversation.* Conversation on topics of current interest; reading of modern texts, including essays and newspaper articles; study of

GERMAN LANGUAGE & LITERATURE

idiom, syntax and style. Prerequisite: three entrance units or 100D or 112. M 12, T 11-12:50, W 11. Mr Salamon.

- [321a *Advanced Composition and Translation*. Prerequisite: 221a and b, or permission of the instructor. W Th F 10. Mrs Ryan.]

B. GERMAN LITERATURE

The prerequisite for advanced courses is an intermediate course or the equivalent.

- 225a *Readings in German Literature, I*. Representative works from the Romantic period to the turn of the century (Heine, E. T. A. Hoffmann, Büchner, Fontane and others). Prerequisite: three entrance units or 100D or 112 or permission of the instructor. M T W 9. Mrs Ryan.
- 225b *Readings in German Literature, II*. Representative works from the twentieth century (Mann, Kafka, Hesse, Brecht, Grass). Prerequisite: 221a or 225a or permission of the instructor. M T W 9. Mrs Ryan.
- [332a *German Literature of the Middle Ages*. The heroic lay, *Nibelungenlied*, the courtly epic (*Parzival*, *Tristan und Isolde*), and Minnesang. Hours to be arranged.]
- 333a *Sturm und Drang*. A study of representative works by Herder, Lenz, early Goethe, and Schiller against the background of intellectual, social and political history. Discussion will focus on the conflict between the individual and society, and the emergence of a new moral sensibility. Hours to be arranged. Mr Salamon.
- 333b *Weimar Classicism*. A study of some of the esthetic, moral and political issues of classical German Humanism as reflected in the major works by Goethe and Schiller; emphasis will be on the classical drama. Also discussed will be the impact of Weimar Classicism on later intellectual and political history. M 3-5, Th 7:30-9. Mr Valet.
- 334a *Romanticism*. The development of the literary Romantic movement; the new awareness of the artist's role in society; the discovery of "folk" art; the emergence of nationalism. Representative works by Tieck, Novalis, Brentano, Eichendorff, Kleist, E. T. A. Hoffmann and others. M W 7:30-9. Mr Schumann.
- 335b *Nineteenth Century Literature*. Treatment of representative works, traditional and progressive, against a background of political and social change. Heine, Büchner, Fontane, Hauptmann and others. M W 7:30-9. Mr Schumann.

GERMAN LANGUAGE & LITERATURE

- [336a *The Modern Novel*. The development of the traditional novel to new novel forms; the relation of the novel to its social and political background. Representative works by authors such as Mann, Kafka, Musil, Hesse, Grass. Hours to be arranged. Mrs Ryan.]
- 336b *Modern Lyric and Drama*. The development from the Expressionist lyric to the political poetry of the present day. Innovations in the theatre from Brecht to Weiss; the theatre as an instrument in effecting a change of social consciousness. Hours to be arranged. Mr Salamon.
- 341, 341a, 341b *Special Studies*. Arranged in consultation with the department. Admission by permission of the department for senior majors.
- 351a *Seminar in German Studies*. Topic for 1972-73: Kafka. Admission by permission of the instructor. M 10-11:50, T 10. Mrs Ryan.

C. GERMAN LITERATURE IN TRANSLATION

- 227a *Modern German Literature, I*. The Wilhelminian period and the first World War. Particular emphasis will be placed on the analysis of the moral and political deterioration of modern Germany (1871-1918) as reflected in the works (fiction and drama) of some of the representative German and Austrian writers, such as Nietzsche, Fontane, Thomas Mann, Heinrich Mann, Hesse, von Hofmannsthal, Schnitzler, Musil, and Kafka. T 5, Th 4-6. Mr Vaget.
- 227b *Modern German Literature, II*. The Weimar Republic, the Third Reich, and post-war Germany. With emphasis on the moral and political issues in the works of writers who addressed themselves specifically to an analysis of contemporary German history. Authors to be studied include Thomas Mann, Brecht, Frisch, Böll, Grass, and Johnson. T 5, Th 4-6. Mr Vaget.

D. GRADUATE

Adviser: Mr Vaget.

450, 450a, 450b *Research and Thesis*. (May be taken for double credit.)

451, 451a, 451b *Special Studies in the fields of literature and linguistics*. Arranged in consultation with the department.

THE MAJORS

Adviser for German Literature and German Civilization: Mr Vaget.

GERMAN LANGUAGE & LITERATURE

GERMAN LITERATURE

Based on 100D or 112, or the equivalent.

Requirements: Nine semester courses in addition to the basis, normally eight in the department and one in a related department. In the department: 221a or 221b; 225a or 225b; 351a; 336a or 336b; and three from 333a, 333b, 334a, 335b.

Examination: An examination of competence (oral or written) *or* a paper on selected works of a single author or a special topic to be determined in consultation with the department.

GERMAN CIVILIZATION

Based on 100D or 112, or the equivalent.

Requirements: Nine semester courses in addition to the basis, normally five courses in the department and four in related departments. In the department: two from 221a, 221b, 225a, 225b; two from 333a, 333b, 334a, 335b; and one from 336a, 336b, 351a. In related departments: four semester courses of which *three* must be in one department and *one* in European history.

Examination: An examination of competence (oral or written) *or* a paper on a special topic to be determined in consultation with the department.

HONORS

Director: Mrs Ryan.

Requirements: The courses required for the major; a thesis to be written during the first semester of the senior year.

An examination on problems of analysis and criticism.

GOVERNMENT

PROFESSORS: CECILIA MARIE KENYON, PH.D.
ALAN BURR OVERSTREET, PH.D.
LEO WEINSTEIN, PH.D.
CHARLES LANGNER ROBERTSON, PH.D., *Chairman*
STANLEY ROTHMAN, PH.D.
**PETER NILES ROWE, PH.D.

ASSOCIATE PROFESSORS: †PHILIP GREEN, PH.D.
THOMAS PAUL JAHNIGE, PH.D.
DONALD LEONARD ROBINSON, B.D., PH.D.

ASSISTANT PROFESSORS: WALTER MORRIS-HALE, PH.D.
†GERALD PETER FLYNN, PH.D.
SUSAN C. BOURQUE, PH.D.
DONNA ROBINSON DIVINE, PH.D.
†STEVEN MARTIN GOLDSTEIN, PH.D.

LECTURERS: MARTHA A. ACKELSBERG, M.A.
DAVID K. HEPINSTALL, A.B.

For students who plan to major or to do honors work in the department, appropriate courses in economics, sociology, and history are recommended. See also the honors program.

Advanced courses require the permission of the instructor and ordinarily presume as a prerequisite an intermediate course in the same field.

100 *Introduction to Political Science.* A study of the leading ideas of the Western political tradition and their application to the analysis of contemporary political systems. For freshmen and sophomores only. First semester: two lectures and one discussion. Lec. M T 12; dis. W 9, 10, 11, 12, 2, 3, Th 10, 11, 12, or F 11. Mr Weinstein and Members of the Department. Second semester: first 4 weeks, lec. M T 12; dis. W 11; following 8 weeks, all colloquia T 11-12:50. Mr Rothman and Members of the Department.

SOCIAL SCIENCE 190a *Introduction to Statistics for Social Scientists.* The fundamental problems in collecting, summarizing, and interpreting empirical data, with attention to basic descriptive statistics, elementary probability, the concept of a sampling distribution and its role in statistical inference, association, and correlation. Two class hours and one two-hour laboratory. Lec. M 12, W 11; lab. T 11-12:50. Miss Jusenius (Economics).

A. AMERICAN GOVERNMENT

200a *American Government.* A study of the major institutions of American govern-

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ment and their interaction in the determination of public policy. W 12, Th 10; F 10-11:50. Mr Hepinstall.

- 201a *American Constitutional Development.* The origins and framing of the Constitution; contemporary interpretations; the study of Supreme Court decisions, documents, and other writings dealing with the interpretation of the Constitution, with emphasis on changing ideas concerning federalism and separation of powers. Two lectures and one discussion. Not open to freshmen. M T 10, W 8 a.m. Mr Weinstein.
- 201b *American Constitutional Law.* Fundamental rights of citizens as interpreted by decisions of the Supreme Court with emphasis on the interpretation of the Bill of Rights and the Fourteenth Amendment. Not open to freshmen. M 10-11:50, T 10. Mr Weinstein.
- 202a *American Political Parties.* Their structure, operation, and place in the American system of government. Field study and participation in a political campaign. W 12, Th 11, and Th F 12 at the option of the instructor. Mr Robinson.
- [203a *American Political Culture.* An analysis of contemporary American political culture and ideology in the light of the principles of the founding period. Mr Robinson.]
- 204a *Urban Politics.* A general framework for viewing politics in urban America provides the context for examining specific processes, institutions, problems, and developments. Lec M T 2; sect. W 3. Miss Ackelsberg.
- 204b *Political Participation.* Normative theories provide the context for examining causes, varieties, and consequences of political participation with primary reference to contemporary America. M Th 1:40-2:50. Miss Ackelsberg.
- 205a *Congress and the Legislative Process.* An analysis of the legislative process in the United States, focused on the contemporary role of Congress in its relations with the Presidency, the federal bureaucracy, and pressure groups. Th F 8:40-9:50. Mr Jahnige.
- 205b *The American Presidency.* An analysis of the roles of the President and of the changing character of the executive branch. W 12, Th 11-12:50. Mr Robinson.
- [206a *Administration and Policy Development.* The bureaucracy: administrative officials and the determination of public policy with emphasis on the problem of securing responsible government through Congressional supervision, judicial review, and Presidential control.]

GOVERNMENT

- 207a, 207b *Studies in Local Government.* Internship with the Mayor of Northampton involving both practical and theoretical work in local politics. Admission by permission of the Director. Restricted enrollment. Miss Ackelsberg (*Director*).
- 303b *Seminar in American Government.* Topic for 1972-73: Crime, Courts, and the Legal Process. Th 7:30. Mr Jahnige.
- 304b *Seminar in American Government.* Topic for 1972-73: The President as Commander-in-Chief. Th 4-6. Mr Robinson.
- 305a *Seminar in American Government.* Topic for 1972-73: Revising the Constitution. Th 4-6. Mr Robinson.
- 306a *Seminar in American Government.* Topic for 1972-73: The Distribution and Use of Power in the American Political Economy. An examination of alternative interpretations of power relationships among political, military and corporate elites. M 3-5. Mr Hepinstall.
- [308b *Seminar in American Political Parties.* Mr Robinson.]
- 309b *Seminar in Public Opinion and Pressure Groups.* Topic for 1972-73: Sex and Politics: The Impact of Sex on Power and Influence in Society. T 3-5. Miss Bourque, Miss Grossholtz (Mount Holyoke College).
- 310b *Seminar in Urban Politics.* Miss Ackelsberg.

B. COMPARATIVE GOVERNMENT

220a is suggested preparation for all other courses in this field.

- 220a *Comparative Politics.* Analysis of various approaches to the comparative study of politics including discussion of such topics as social stratification and political power, bureaucracy, political parties, modernization and revolution. Students will be permitted to concentrate on the application of theory to the study of political systems in which they are most interested. Prerequisite: 100 or permission of the instructor. M T 8:40-9:50. Mr Rothman.
- [221b *European Government.* A comparative analysis of the dynamics of political decision-making in England, France, and Germany. Miss Bourque.]
- 222a *Government and Politics of the Soviet Union.* An examination of the processes of revolutionary and post-revolutionary change in Soviet society; comparison of the Leninist, Stalinist and post-Stalinist political systems. T Th 1:40-2:50. Mr Hepinstall.

GOVERNMENT

- 223a *Governments and Politics of the Middle East and North Africa.* The traditional Islamic political system. The transformation of that system into a modern nation-state system under the impact of Westernization, nationalist ideology, and other social and economic forces. The structures and functions of present governments in the area. Internal tensions and conflicts within and the international relations of the region. How the Middle East affects and is affected by the East-West contest for power. M T 8:40-9:50. Mrs Divine.
- 224a *Latin American Political Systems.* A comparative analysis of Latin American political systems. Emphasis will be on the politics of development, the problems of leadership, legitimacy, and regime continuity. A wide range of countries and political issues will be covered; however, students will have the opportunity to specialize in the country of most interest to them. M T W 9. Miss Bourque.
- 225a *Government and Politics of Sub-Saharan Africa.* An introductory survey of political, economic, and social factors. Traditional African government, colonial administration and influence, and the impact of modernization. The nationalist movements and political development since independence with emphasis on Ghana, Nigeria, Senegal, Tanzania, and South Africa. Pan-Africanism and the place of Africa in world politics. M T 1:40-2:50. Mr Morris-Hale.
- 226a *Politics and Government in South Asia.* Theory and practice of political development, primarily in India. Emphasis on the interaction of social structure, political processes, and institutions. The South Asian regional system and the role of the great powers in the area. M 10-11:50, T 10. Mr Rowe.
- 227b *Political Systems of Southeast Asia.* A study of the political systems and foreign policies of Malaysia, Thailand, Indonesia and other countries of Southeast Asia with special emphasis on political cultures, ideas, and attitudes. W F 1:40-2:50 and Th 3 at the option of the instructor. Mr Overstreet.
- [228a *Government and Politics of China.* Brief treatment of traditional and transitional China, followed by analysis of the political system of the Chinese People's Republic. Discussion will center on such topics as the role of ideology, problems of economic and social change, policy formulation, and patterns of party and state power. Mr Goldstein.]
- 229b *Government and Plural Societies.* A study of political problems resulting from the existence of ethnic, religious and linguistic minorities in modern states. Political and constitutional status, protection and control; impact of minorities on the political system. Case studies from Great Britain, Canada, New

Zealand, India, South Africa, Nigeria, and Israel; and the experience of the League of Nations and the United Nations. M T 1:40-2:50. Mr Morris-Hale.

- 230a *Human Nature and Politics*. An examination of the various forces, biological, social and cultural, which are responsible for the formation of political attitudes. Emphasis on comparative analysis. Topics will include: political culture and national character, agents of political socialization (education, mass media, family), political leadership, and political alienation. M 10-11:50, T 10. Mr Rothman.
- 230b *Politics and Social Change*. Theories of social and political change, emphasizing Marx, Weber and contemporary functionalist approaches. Planned social change, the politics of planning and the possible impact of social and cultural changes in advanced industrial societies such as the United States. Prerequisite: one course in comparative government or permission of the instructor. M T 8:40-9:50. Mr Rothman.
- 231b *Problems in Political Development*. Topic for 1972-73: The Organization of Power. An examination of the forms of political participation in developed and developing societies with special emphasis upon the circumstances under which political parties emerge. Material will be drawn from political systems in Western Europe, Latin America, Southeast Asia, and the Middle East in an effort to discover the links between levels of political development and mechanisms of political participation. M 10-11:50, T 10. Miss Bourque and Mrs Divine.
- 232b *Bureaucracy and the Political System*. An analysis of the role of bureaucracy in maintaining, reforming and in overturning political systems. Models of bureaucracy in developed and developing polities will be examined in an effort to define bureaucracy and to determine its salient characteristics. Emphasis on the functions of bureaucracy in its larger political setting. M T 8:40-9:50. Mrs Divine.
- 320b *Seminar in Comparative Government*. Topic for 1972-73: Law, Society and Politics. The interplay among legal systems and the larger social, political and cultural context within which they operate. Case studies chosen from both European and non-European countries. M 3-5. Mr Rothman.
- 321a *Seminar in Comparative Government*. Topic for 1972-73: Law and the Development of Nations. A comparative study of selected aspects of the relationship between the judicial and the political processes in developing modern states. The introduction of Western legal systems into new nations in Asia and the consequences for nation-building. T 3-5. Mr Rowe.

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- [322b *Seminar in Comparative Government: The Soviet Political System.* The interaction of political, economic and societal change in the post-Stalin period. The role of political and other elites in directing, mediating or limiting this interaction. Prerequisite: Government 222a or permission of the instructor. Mr Hepinstall.]
- 323b *Seminar in Comparative Government.* Topic for 1972-73: African Modernization. Education, communications and urbanization as factors in the integrative and developmental processes of modern African states. M 3-5. Mr Morris-Hale.
- [324b *Seminar in Comparative Government.*]
- 325b *Seminar in Comparative Government: Communist Political Systems.* Theoretical approaches to the comparative study of Communist political systems; analysis of political institutions and behavior. Prerequisite: a course on Soviet or Chinese politics, or on modern Russian, Chinese, or Central European history. M 3-5. Mr Hepinstall.

C. INTERNATIONAL RELATIONS

240a is suggested preparation for all other courses in this field.

- 240a *International Politics.* The context, practices, and problems of international politics. W Th F 12, and Th 11 at the option of the instructor. Mr Overstreet.
- 240b *International Organization.* The role and function of international organizations, both universal and regional, in international relations. W Th F 10. Mr Robertson.
- 241a *International Law.* The function of law in the international community with special reference to the relation of law, politics, and social change. M T 1:40-2:50. Mr Rowe.
- 242a *Foreign Policy of the United States since 1898.* The growth of principles and practices of diplomacy from the emergence of the United States as a great power to the present. W Th F 10. Mr Robertson.
- 242b *Foreign Policy of the United States.* Concepts for analysis of internal and external factors in the making of foreign policy decisions and for control over the instruments of policy. Evaluation of the role of the United States in the international political system. W Th F 12. Mr Robertson.

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- 243b *Soviet Foreign Policy.* Continuity and change in Soviet foreign policy since 1917, with emphasis on the post-Stalin period. T Th 1:40-2:50. Mr Hepinstall.
- 244b *Diplomacy.* The nature, function and style of the diplomatic services of selected Great and Small Powers. The theory and practice of international bargaining, negotiation and decision-making in bilateral and multilateral conferences from Versailles and the summit conferences during and after the Second World War to the European Common Market. W Th F 12, and Th 11 at the option of the instructor. Mr Overstreet.
- 340a *Seminar in International Politics.* Topic for 1972-73: The Politics of International Economic Relations. A study of the effect of trade and investment on the international political system, with special attention to relations between developed and less-developed countries, economic pressures on international politics, and the politics of regional integration. Hours to be arranged. Mr Robertson.
- 341a *Seminar in International Politics.* Topic for 1972-73: South Africa in World Politics. The cohesive or divisive impact of South African policies on African states and on the world community. M 3-5. Mr Morris-Hale.
- 342a *Seminar in International Politics.* Topic for 1972-73: Japanese Foreign Policy. M 3-5. Mr Overstreet.
- [343b *Seminar on the Foreign Policy of the Chinese People's Republic.* The development and formulation of China's foreign policy, its ideological basis, and the instruments of its implementation. Mr Goldstein.]
- 344a *Seminar in International Politics.* Topic for 1972-73: Latin America and the United States: The Politics of Imperialism. An examination of the question of imperialism as it relates to United States-Latin American relations, primarily post-1950. Prerequisite: Government 224a or permission of the instructor. T 3-5. Miss Bourque.

D. POLITICAL THEORY

- 260a *Ancient and Medieval Political Theory.* Greek, Roman, Judaic-Christian, and barbarian foundations of the Western political tradition. The approach to the material will be both historical and analytical. W Th F 12 and Th 11 at the option of the instructor. Miss Kenyon.
- 260b *History of European Political Theory, 1500-1800.* An analytical and critical consideration of major theorists and concepts from Machiavelli through Burke,

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including such topics as political power and political right; the political implications of religio-ethical diversity; the principle and the problems of popular sovereignty; the philosophical justification of liberty and equality; revolutionary republicanism, conservatism, and the question of man's capacity to create and control political systems. W Th F 12, and Th 11 at the option of the instructor. Miss Kenyon.

- 261a *Political Theory of the Nineteenth and Twentieth Centuries.* Marx, Mill, Hegel, and others who have contributed to the development of political thought in the nineteenth and twentieth centuries. Emphasis will be on a systematic examination of the important criticisms and defenses of liberal democracy. M T 1:40-2:50. Mrs Divine.
- [261b *Problems in Democratic Thought.* A consideration of such topics as majority rule, the role of minorities, the nature and function of public opinion, centralism and decentralism, obligation and disobedience. The emphasis will be on contemporary arguments about these problems. Prerequisite: 100, 260b or 261a, or the equivalent. Mr Green.]
- 262b *American Political Thought.* The evolution of the principles and practice of liberal democracy. American ideas concerning politics and government from the colonial period to the present. W Th F 10, and F 11 at the option of the instructor. Miss Kenyon.
- 264 *Selected Topics in Political Theory.* An intensive study of selected theorists and themes in political theory. For honors students majoring in government. Open to government honors students and majors, and to other qualified students by permission of the instructor. M 3-5. Mr Weinstein.
- [360b *Seminar in Contemporary Political Thought.* Miss Kenyon.]
- [361a *Seminar in Political Theory.*]
- 361b *Seminar in American Political Thought.* Topic for 1972-73: Ideologies in Transition. Exploration of changes in political ideas and attitudes in America, 1607-1780. Emphasis on the emergence of equalitarian and libertarian concepts, on the consequent problem of defining the proper relationships of individual, group and public interests, and on efforts to implement the ideology of the Declaration of Independence in the early period of the American Revolution. W 7:30. Miss Kenyon.
- 362b *Seminar in Political Theory.* Topic for 1972-73: Nietzsche and the Crisis in Political Theory. Selected topics on the philosophy of Nietzsche with special emphasis on the attack on reason and rationality in his writings. T 3-5. Mr Weinstein.

[363b *Seminar in Political Analysis.* An intensive consideration of issues in the method and philosophy of political science, such as the fact-value problem, the place of ideology in political science, and the use of scientific methods to study politics. Mr Green.]

364a *Seminar in Systematic Political Theory.* The intensive study of a few selected problems in the methodology of political science. Topics will vary from year to year but will be chosen from the following, among others: systems analysis, aggression and violence, political power and authority, and such normative concepts as "justice" and the "public interest." Emphasis will be on the examination of the relationship between the empirical analysis and the moral evaluation of political systems and public policy. T 3-5. Mr Rothman.

380a, 380b *Directed Reading.* Independent study required of all senior government majors and honors candidates for one semester only. The course provides opportunity for reading which combines a focus on a topic or problem in political science of special interest to the student with a broad range of approaches and methods of inquiry related to that topic. Initial bibliographies must be approved by the Director and at the end of the semester students will submit annotated bibliographies. Mrs Divine (*Director*).

381, 381a, 381b *Special Studies.* Admission by permission of the department for majors.

[HISTORY AND SOCIAL SCIENCE 395b. *Interdepartmental Seminar in Economics, Government, History, and Sociology.*]

[400 *Graduate Seminar in American Government.*]

[420 *Graduate Seminar in Comparative Government.*]

[440 *Graduate Seminar in International Relations.*]

[460 *Graduate Seminar in Political Theory.*]

THE MAJOR

Advisers: Miss Bourque, Mrs Divine, Mr Hepinstall, Mr Jahnige, Miss Kenyon, Mr Morris-Hale, Mr Overstreet, Mr Robinson, Mr Rothman, Mr Rowe, Mr Weinstein.

Adviser for the Junior Year Abroad: Mr Overstreet.

Based on 100 or, in exceptional circumstances, on an equivalent course or courses approved by the Chairman.

Requirements: Ten semester courses, including the following: 100; 380a or 380b, to be taken in the senior year; one course in each of the following fields – American Government, Comparative Government, International Relations, and Political Theory; and three additional courses in Government.

Majors may spend the junior year abroad if they meet the College requirements.

One examination: a comprehensive examination in the discipline of political science.

HONORS

Directors: For 1971-72: Mr Green, Mr Weinstein; for 1972-73: Miss Kenyon.

Based on 100 or, in exceptional circumstances, an advanced course approved by the student's Director of Honors.

Requirements:

1. A total of eight semester courses, including
 - a. 264 (*Selected Topics in Political Theory*) or two courses in political theory.
 - b. Three courses which constitute a broad subject matter area within which the senior thesis topic falls and upon which the oral examination will be based. The choice of these courses should be made with a view to demonstrating the student's ability to relate her thesis topic to the wider concerns of political science or social science generally.
These three courses need not be in a single "field" of government as described in the catalogue.
 - c. 380a or 380b (*Directed Reading*), ordinarily to be taken in the senior year.
 - d. A senior thesis to count for two courses in the first semester of the senior year and to be submitted on the first day of the second semester.
2. Two examinations: a written comprehensive examination in political science and an oral examination based on the thesis and the field in which it was written, both to be taken in the second semester of the senior year.

HEBREW

See Religion and Biblical Literature, p. 189.

HISPANIC STUDIES

PROFESSOR:	†JOAQUINA NAVARRO, PH.D.
ASSOCIATE PROFESSORS:	ERNA BERNDT KELLEY, PH.D. ALICE RODRIGUES CLEMENTE, PH.D., <i>Chairman</i>
ASSISTANT PROFESSORS:	CHARLES MANN CUTLER, JR., PH.D. HOWARD BLAKELY WESCOTT, PH.D.
INSTRUCTOR:	ANTHONY T. ALLEGRO, M.A.

The following preparation is recommended for students who intend to take the Spanish or Hispanic-American major: courses in Classics, either in the original or in translation; courses in other European literatures and history; a reading knowledge of another foreign language.

PORTUGUESE

- 120 *Elementary Portuguese.* Prerequisite: two years of Spanish or permission of the instructor. M T 2, W 3. Mr Cutler.
- [220a *Masterpieces of Portuguese Literature.* Prerequisite: 120.]
- 224a *Readings in the Modern Literature of Portugal and Brazil: The Novel.* Prerequisite: 120. M 10-11:50, T 10. Miss Clemente.
- 224b *Readings in the Modern Literature of Portugal and Brazil: The Modernist Movement in Poetry.* Prerequisite: 120. M 10-11:50, T 10. Miss Clemente.
- [226b *Masterpieces of Brazilian Literature.* Prerequisite: 120.]
- [321b *Eça de Queiroz.* The evolution of his novelistic technique and his role as a social critic. Prerequisite: 220a.]
- [326a *The Modern Brazilian Novel.* A study of the development of the Brazilian novel from the appearance of *Os Sertões* to the present, with emphasis on the outstanding writers of the Northeast. Prerequisite: 226b.]

SPANISH

- 100D *Elementary Course.* Three semesters' credit. Six class hours as follows: M T W 9, W Th F 10. Mr Allegro and Mrs Kelley.
- 101 *Elementary Course.* M T W 9; M T 12, W 11; W Th F 10. Members of the Department.
- 102 *Intermediate Course.* Review of grammar and reading of modern prose. Prerequisite: two entrance units or 101. M T 12, W 11; W Th F 12. Members of the Department.

HISPANIC STUDIES

- 103a *Grammar, Composition, and Reading.* Discussion of modern Spanish short stories, novels, and poetry. Prerequisite: three entrance units. T Th 2, W 3. Members of the Department.
- 104b A continuation of 103a. Reading and discussion of contemporary theatre. Prerequisite: 103a. M T W 9. Members of the Department.
- 200a *Advanced Conversation and Composition.* Intensive oral and written work on cultural topics and problems related to the Spanish-speaking world. Prerequisite: four entrance units or 100D or 102 or 103a. M 12, T W 11.
- [210b *Translation Course.* For students who need practice in translation for other disciplines. Prerequisite: 100D or its equivalent.]
- 212a *Reading of Modern Novels, Plays, and Poetry.* Topic for 1972-73: Vagabonds and outsiders as literary figures. Prerequisite: four entrance units or 100D or 102 or 103a. M T W 9. Mr Cutler.
- 212b *Reading of Modern Novels, Plays, and Poetry.* Topic for 1972-73: Aesthetics of the grotesque and the bizarre. Prerequisite: 212a or permission of the department. M T W 9. Mr Cutler.
- 215a, 215b *Literary Currents in the Hispanic World.* An introduction to literary movements and genres from the Middle Ages to the present. Prerequisite for 215a: four entrance units or 100D or 102 or 103a. Prerequisite for 215b: 215a or permission of the department. M T W 9. Miss Clemente.
- 216a, 216b *Readings in Modern Hispanic-American Literature.* Prerequisite for 216a: four entrance units; or 100D, 102, or 103a. Prerequisite for 216b: 216a or permission of the department. W 12, Th 11-12:50. Mrs Kelley.

The prerequisite for the following Spanish courses is 212a and 212b, 215a and 215b, or 216a and 216b.

- 300b *The Teaching of Spanish.* Problems and methods in the teaching of the Spanish language; practice teaching. Enrollment limited by number of practice teaching positions available locally. Preference will be given to seniors. Hours to be arranged. Mr Allegro.

THE FORMATIVE PERIOD

- [330a *The Epic Tradition: Poems, Chronicles, and Ballads.* A study of the continuity of Spanish epic themes from the *Cantares de gesta* to the *Romancero*.]
- [331a *The Structure of the Spanish Middle Ages in Literature.* The legacy of the Moorish, Jewish, and Christian traditions.]

HISPANIC STUDIES

- 332b *Seminar: El Libro de buen amor and La Celestina.* A study of medieval and pre-Renaissance themes. T 11-12:50. Miss Clemente.

THE IMPERIAL PERIOD

- 340b *Cervantes: The Birth of the Modern Novel.* T 3-4:50, Th 3. Mrs Kelley.
- 343b *Lyric Poetry: Renaissance and Baroque.* The development of Spanish lyric poetry from Garcilaso and Boscán to Góngora and his followers. Alternates with 347b. Hours to be arranged. Mr Cutler.
- 344a *Ideological Framework of the Imperial Age.* An analysis of the main currents of thought in sixteenth-century Spain, and their influence on life and literature. T 3-4:50, Th 3. Mrs Kelley.
- [345a *Techniques of the Novel in the Golden Age.* Studies in the prevalent genres: chivalric, sentimental, pastoral, Byzantine, picaresque.]
- [347b *Golden Age Drama: Juan del Encina to Calderón.* The development of the drama from the latest medieval examples to the *autos sacramentales* of Calderón. Alternates with 343b.]
- [350b *The Literary Life of Colonial Hispanic-America.* The conflict between artistic attitudes and European influences that shaped the character of Hispanic-American letters.]

THE MODERN PERIOD

- [360a *Romanticism and the Revival of the Spanish Past.* Aspects of the re-creation of old legendary and historical material.]
- [362b *Seminar: The Hispanic and the Universal in the Novels of Galdós.* An analysis of Galdós' complex integration of Spain's history and character with the more intimate conflicts of man.]
- [363b *Realism in Spain: The Image of the Regions.* Regionalism as an original Spanish contribution to the nineteenth-century novel.]
- 364b *Tradition and Dissent: The Generation of '98.* The problem of Spain as seen in the writings of the forty years preceding the Spanish Civil War with special emphasis on the modern essay. Alternates with 366b. M 3-4:50 and one hour to be arranged. Mr Wescott.
- 365a *New Directions in the Twentieth-Century Novel.* A study of the important novelists of the twentieth century in the light of their formal innovations and their

HISPANIC STUDIES

- artistic, philosophical, and social preoccupations. M T 2 and one hour to be arranged. Mr Allegro.
- [366b *The Heritage of Modernism: Twentieth-Century Poetry*. Readings in twentieth-century poetry; a study of trends, schools, and movements. Alternates with 364b.]
- [367b *Seminar on the New Drama: Themes and Trends*. Contemporary developments in Spanish drama from Benavente to the present.]
- 370a *Seminar: Hispanic-American Society in the Novel*. The novel as a mirror of vital aspects of Hispanic-America. Alternates with 371a. M 3-4:50. Mr Cutler.
- [371a *Currents in Modern Hispanic-American Poetry*. Nineteenth- and twentieth-century Hispanic-American poetry. Alternates with 370a.]
- 380a, 380b *Special Studies in the Formative Period*. By permission of the department for senior majors and honors students.
- 382a, 382b *Special Studies in the Imperial Period*. By permission of the department for senior majors and honors students.
- 384a, 384b *Special Studies in the Modern Period*. By permission of the department for senior majors and honors students.
- 386a, 386b *Special Studies in Hispanic-American Literature*. By permission of the department for senior majors and honors students.
- 388a, 388b *Special Studies in Language Teaching*. Admission by permission of the department for seniors.

GRADUATE

Adviser: Mrs Kelley.

Students who wish to do graduate work in the department are expected to have a knowledge of Latin.

- 400 *Research and Thesis*. (May be taken for double credit)
- [402a, 402b *History of the Spanish Language*. Miss Navarro.]
- 410a, 410b *Spanish Bibliography and Literary Methods*. Mrs. Kelley.
- 440a *Studies in Contemporary Spanish Literature*. A detailed examination of the main currents of Spanish contemporary literature emphasizing stylistic analysis.

HISPANIC STUDIES

460a *Studies in the Golden Age.* Traditionalism, Renaissance, Catholic Reformation: artistic and ideological problems, in reference to specific authors, works, and periods.

480a, 480b *Advanced Studies in Spanish Literature.* Arranged in consultation with the adviser of graduate study on subjects such as poetry of the Golden Age, Cervantes, Tirso and the Spain of his epoch, eighteenth- nineteenth- and twentieth-century prose.

THE MAJORS

Adviser for Hispanic Studies and for Hispanic-American Studies: Mr Cutler.

HISPANIC STUDIES

Basis: 212a and b, or 215a and b, or 216a and b.

Requirements: Nine semester courses, including the basis, of which six must be above the intermediate level. Students majoring in Hispanic Studies are expected to elect courses in each of the periods, i.e., in the Formative, the Imperial and the Modern.

An examination of competence or an integrating paper.

HISPANIC-AMERICAN STUDIES

Two programs are offered:

Program I: for students particularly interested in literature.

Basis: 212a and b, or 215a and b, or 216a and b.

Requirements: Nine semester courses, including the basis, of which six must be above the intermediate level and include 350b or 351a, and 370a or 371a.

Courses dealing with Brazilian literature may also be counted in the major.

Students electing this major are strongly urged to elect courses also in other departments dealing with Hispanic-American problems.

An examination of competence or an integrating paper dealing with Hispanic-American literature.

Program II: for students interested in fields other than literature.

Basis: History 257a, and History 255b or 256b.

Requirements: Hispanic Studies 216a and b or two courses from 350b or 351a, and 370a or 371a; five semester courses (on the intermediate or advanced level), to be selected from Economics, Government, Hispanic Studies, History, Sociology and Anthropology, dealing with problems in or related to Hispanic-America.

An examination of competence or an integrating paper.

HISPANIC STUDIES

HONORS

Director: Mr Wescott.

A. In Hispanic Literature:

Requirements: Those of the Hispanic Studies major. The program must include a minimum of two seminars, and courses from the Formative, the Imperial and the Modern Periods. The student's honors work will culminate in a long paper normally to be written during the first semester of the senior year.

Examinations: An integrating honors examination and an oral examination.

B. In Hispanic-American Literature:

Requirements: Those listed under Program I of the Hispanic-American Studies major. Minimum of one seminar and one Special Studies. A long paper normally to be written during the first semester of the senior year.

Examinations: An integrating honors examination and an oral examination.

C. In Hispanic-American Area Studies:

Students will plan their honors program with the Director of Honors in consultation with members of the departments concerned with Hispanic-American problems.

Requirements: Those listed under Program II of the Hispanic-American Studies major. The program must include a minimum of two seminars. At least one course or seminar dealing with Hispanic-American problems in each of the participating departments, *i.e.*, in Economics, Government, Hispanic Studies, History, and Sociology and Anthropology. A long paper dealing with a problem or problems relating to at least two of the departments participating in the program, normally to be written during the first semester of the senior year.

Examination: An integrating honors examination.

HISTORY

PROFESSORS: THOMAS CORWIN MENDENHALL, B.LITT., PH.D., LL.D.,
L.H.D.

MAX SALVADORI, DR.SC. (POL.), LITT.D.

KLEMENS VON KLEMPERER, PH.D.

CHARLES WHITMAN MACSHERRY, PH.D.

LOUIS COHN-HAFT, PH.D.

NELLY SCHARGO HOYT, PH.D.

STANLEY MAURICE ELKINS, PH.D., *Chairman*

**ALLAN MITCHELL, PH.D.

ASSOCIATE PROFESSORS: ROBERT MITCHELL HADDAD, PH.D.

†JOAN M. AFFERICA, PH.D.

ALLEN WEINSTEIN, PH.D.

R. JACKSON WILSON, PH.D.

LESTER K. LITTLE, PH.D.

ASSISTANT PROFESSOR: †HOWARD ALLEN NENNER, LL.B., PH.D.

LECTURERS: LESLIE J. BURLINGAME, M.A.

²PETER CZAP, JR., PH.D.

EMILIA VIOTTI DA COSTA, PH.D.

**JOACHIM W. STIEBER, M.A.

JEAN STRACHAN WILSON, PH.D.

Introductory and intermediate courses are available to all students. Those who are considering a major or advanced work in history are encouraged to enroll in History 100a, 100b or 101b. The "300 courses" are intended primarily for upper-classmen. Students planning to honor in history should consult the special regulations. A reading knowledge of foreign languages is recommended, especially for students planning to major in history.

INTRODUCTORY COURSES

100a *Ideas and Institutions in European History, 350-1600.* The rise of a distinctive Latin Christian (medieval) society in western Europe; the emergence of new cultural ideals in Renaissance Italy; religion and politics in the Age of the Reformation. Lec. M T 2; dis. T W 9, T 3-5, W 2-4. Mr Little (*Director*).

100b *Selected Topics in History since 1600.* Pro-seminar meeting: two hours per week. Open to students who have not taken 100a. All sections meet T 5 in addition to time noted below. Mr Little (*Director*). Topics for 1972-73:

A. *War and Society in Europe, 1648-1914.* T 11-1. Mrs Hoyt.

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- B. *Europe and the World in the Seventeenth and Eighteenth Centuries.* T 4-6. Mr Mendenhall.
- [C. *Europe after 1789: The Revolt of the Masses.* W 7:30. Mr Mitchell.]
- D. *Revolution and Counter-Revolution in Europe, 1789-1933.* M 7:30; W 7:30. Mr von Klemperer.
- E. *Modernization of a Non-Western Society: Japan.* W 2-4. Mr MacSherry.
- 101b *Problems in Greco-Roman History.* A study of classical civilization between the formation of the Greek city-states and the decline of the Roman Empire. Lec. W Th 10; sect. F 10-12. Mr Cohn-Haft and Members of the Department.

INTERMEDIATE COURSES

- 201a *The Ancient Near East.* Introduction to the history and modern study of the earliest civilizations of the Near East, from the Sumerians and the Old Kingdom in Egypt to the Persian Empire. W Th F 12. Mr Cohn-Haft.
- [202a *Classical Greece.* Mr. Cohn-Haft.]
- 203b *The Roman Republic.* W Th F 12. Mr Cohn-Haft.
- [204a *The Roman Empire.* Mr Cohn-Haft.]
- 212a *Latin Christian Society, 300-1100.* The formation of Latin Christendom out of its Roman, Germanic, and Christian elements. M 12, T 11-12:50. Mr Little.
- 213b *Latin Christian Society, 1000-1300.* The formation of the basic structures of pre-industrial Europe: cities, markets, roads, buildings, universities, monarchies, "estates," parliaments, and the various forms of religious life. M 12, T 11-12:50. Mr Little.
- [215a *The Byzantine Empire, 300-1453.*]
- 216a *The Islamic Middle East to the Fifteenth Century.* The emergence, development and decline of medieval Islamic civilization. M T W 9. Mr Haddad.
- 217a *East Asia to 1800.* The formation of a distinctive civilization in China; its extension and modification in China and Japan and other areas of East Asia. M 3-5. Mr MacSherry.

- 221a *Europe from 1300 to 1530 and the Civilization of the Renaissance in Italy.* Latin Christian society during the fourteenth and fifteenth centuries with emphasis upon the theory and practice of government in church and state. The formation of new cultural ideals in Renaissance Italy, set against the background of traditional Latin Christian (late medieval) civilization. Open to freshmen by permission of the instructor only. M T W 9. Mr Stieber.
- [222b *Europe from 1475 to 1610: the Age of the Reformation and the Transition to Early Modern Times.* Latin Christian society on the eve of the Reformation; humanism north of the Alps; religion and politics in the Age of the Reformation. Open to freshmen by permission of the instructor. Mr Stieber.]
- 223a *England under the Tudors and Stuarts.* Political, social, and intellectual history of England in the sixteenth and seventeenth centuries. M 12, T 11-12:50, W 11. Miss Wilson.
- 224a *France from 1559 through the French Revolution.* M 10-11:50. T 10. Mrs Hoyt.
- [225a *The Age of Monarchy and Revolution.* A comparative analysis of political, social and economic problems of continental Europe from the end of the Thirty Years' War to the French Revolution. Open to freshmen by permission of the instructor only. Mrs Hoyt.]
- [226a *Russia from the Kievan Period to 1801.* Miss Afferica.]
- 231a *Modern European History.* Europe's liberal age: the transformation of European nations, 1814-1917. Not open to freshmen. M 12, T 11-12:50, W 11. Mr Salvadori.
- 232b *Modern European History.* Conflicts and revolutions in Europe in the twentieth century; prelude to war, war and peace, 1904-1919; Communist and Fascist revolutions; democracies in crisis; successes and failures of internationalism; World War II; postwar Europe. Not open to freshmen. M 12, T 11-12:50, W 11. Mr Salvadori.
- 233b *Modern Britain.* Political, social, and intellectual history of Britain from 1815. M 12, T 11-12:50, W 11. Miss Wilson.
- [234a *France since Napoleon.* Mr Mitchell.]
- [235b *Germany since 1870.* W Th F 10. Mr Mitchell.]
- 236b *Central Europe since 1815.* The Habsburg monarchy and its successor states. Problems of a multinational area in an age of nationalism; the interaction between this area and the great powers. Open to freshmen by permission of the instructor only. M T 1:40-2:50, W 3 at the option of the instructor. Mr von Klemperer.

HISTORY

- 237b *Russia since 1801.* W Th 10, F 10-11:50. Mr Czap.
- 243a *The Culture of Europe between the Two World Wars.* The Great Illusions: the Wilsonian and Marxist Visions; Europe between Normality and Crisis; the Culture of the Twenties and Thirties; the Problems of Totalitarianism; Appeasement and the Road to World War II. M T 1:40-2:50, W 3 at the option of the instructor. Mr von Klemperer.
- 251b *The Islamic Middle East since the Fifteenth Century.* The Ottoman and Safavid Empires and their modern successor states; the transformation of traditional institutions under the impact of the West. M T W 9. Mr Haddad.
- 253b *East Asia since 1800.* The period of internal transformation and extensive Western influence. Open to freshmen by permission of the instructor only. M 3-5. Mr MacSherry.
- 255b *Latin America since Independence.* Analysis of its political, economic and social history. W Th 10, F 10-11:50. Mrs Da Costa.
- [256b *Mexico and the Hispanic-Indian Republics.*]
- 257a *Hispanic America in the Colonial Period.* W Th 10, F 10-11:50. Mrs Da Costa.
- [261a *The Colonial Experience in North America.* Alternates with 360a.]
- 262b *The United States in the Early National Period.* Th F 8:40-9:50. Mr Elkins.
- 264a *History of the South since the Civil War.* Th F 8:40-9:50. Mr Elkins.
- 265a *Nineteenth-Century America, 1840-1900.* M T 1:40-2:50. Mr Weinstein.
- [266a *Problems in United States Social History.*]
- 267b *The United States in the Twentieth Century.* M T 1:40-2:50. Mr Weinstein.
- 273a *Intellectual History of the United States.* M 12, T 11-12:50. Mr Wilson.
- 274b *Intellectual History of the United States.* M 12, T 11-12:50. Mr Wilson.
- [281a *European Economic History.*]
- 285b *American Economic History: 1870-1950.* The rise of industrialism in the United States, and the response to it. Analysis of American economic development, the problems it created, and the ways in which Americans have tried to cope with these problems. Recommended background: Economics 110a or 110b. W Th F 12. Mr Aldrich (Economics).

COLLOQUIA

Reading and discussion courses with enrollment limited to twenty students.

- 301a, 301b *Special Studies*. By permission of the department, for qualified upper-classmen.
- 311b *School and Society in the Latin West, 400-1400*. The connection between educational programs – ideal and actual – and the societies in which they appeared, from late antiquity to the early modern era. M 3-5. Mr Little.
- 322b *History and Historians*. A study of great historians and the development of historical thought. T 3-5. Mrs Hoyt.
- 323a *The Enlightenment in Eighteenth-Century Europe*. T 3-5. Mrs Hoyt.
- [332a *Themes in English History since 1485*. Mr Nenner.]
- 334b *Modern Imperialism*. The rise and/or decline of Eastern and Western Empires in the twentieth century. T 3-5. Mr Salvadori.
- 335a *Intellectual History of Europe in the Nineteenth Century*. Topic for 1972-73: Marx and Tocqueville. Th 11-1. Mr Mitchell.
- [336b *Intellectual History of Europe in the Twentieth Century*. Topic for 1972-73: Irrationality in European Thought and Politics. Th 11-1. Mr von Klemperer.]
- [337b *The History of Women*.]
- 360a *Colonial America*. Alternates with 261a. Th 4-6. Mr Elkins, Mr Wilson.
- [361a *Problems in American Political Development*.]
- 362b *The United States since 1945*. M 7:30-9:30. Mr Weinstein.
- 381a, [381b] *The Teaching of History and the Social Sciences*. A course for prospective teachers of history and social studies at the secondary level. Classroom procedure and curriculum in secondary school history and related subjects; organization and presentation of subject matter. Two class hours with observation and directed intern teaching. Recommended background: Education 232b. Admission by permission of the instructor. M 3-4:50. Mr Fink (Education).

HISTORY OF SCIENCE 395a *The Concept of Nature from the Pre-Socratics to Newton*. M T 1:40-2:50, Th 2 at the option of the instructor. Miss Burlingame.

HISTORY

HISTORY OF SCIENCE 396b *Science from Newton to 1900.* The role of the biological and physical sciences in shaping the modern world view. M T 1:40-2:50, Th 2 at the option of the instructor. Miss Burlingame.

SEMINARS

- [303b *Problems in Greek History.* Mr Cohn-Haft.]
- 313a *Problems in Franciscan and Dominican History.* The lives of St. Francis and St. Dominic and the ways these were treated in literature and painting from the early thirteenth to the mid-fifteenth centuries. M 3-5. Mr Little.
- 324a *Topics in European History, 1300-1600.* Topic for 1972-73: State and Church in the Age of the Reformation. W 7:30. Mr Stieber.
- 325b *The Expansion of Europe Overseas, 1500-1789.* M 7:30. Mr Mendenhall.
- [327a *The Enlightenment and the Encyclopédie.* Mrs Hoyt.]
- 328b *Problems in the French Revolution.* M 10-12. Mrs Hoyt.
- 341a *Modern Europe.* W 7:30. Mr Salvadori.
- [343b *Topics in British History.* Mr Nenner.]
- 345a *Modern Germany.* Topic for 1972-73: Culture and Politics in Weimar Germany. M 7:30. Mr von Klemperer.
- [348b *Topics in Russian History.* Miss Afferica.]
- [349b *Topics in European Intellectual History.* Mr Mitchell.]
- 351b *Problems in the History of the Middle East.* Topic for 1972-73: The Emergence of the Modern Nation-State. T 3-5. Mr Haddad.
- [353b *Topics in the History of East Asia.* Mr MacSherry.]
- 355b *Problems in the History of Latin America.* Th 4-6. Mrs Da Costa.
- [357b *Comparative Slave Systems in the Americas.*]
- 358a *Change and Continuity in Brazilian Society.* Th 4-6. Mrs Da Costa.
- [373a *The American Revolution.*]
- [374a *Problems in United States Intellectual History.*]
- [375b *United States Foreign Policy.*]
- 376b *Antebellum America: The South and the Nation, 1830-1860.* Th 4-6. Mr Elkins.

HISTORY

- 377a *The United States in the Gilded Age*. Social and economic change cultural life, and political themes in late nineteenth-century America. M 7:30-9:30. Mr Weinstein.
- [385a *Topics in Comparative History*. Mr von Klemperer.]
- 386a *Topics in Comparative History*. Topic for 1972-73: Republic and Empire: France and Germany from 1870 to the First World War. Th 7:30. Mr Mitchell.
- 388a *Problems of Inquiry*. Introduction to the method of historical research, analysis and writing. For honors students. M 7:30. Members of the Department. 1972-73. Mrs Hoyt.
- 389b *Nature and Meaning of History*. Inquiry into philosophical questions that underlie historical study. Required of seniors in History honors. Th 4-6. Members of the Department. 1972-73. Mr Cohn-Haft.
- [HISTORY AND SOCIAL SCIENCE 395b. *Interdepartmental Seminar in Economics, Government, History, and Sociology*.]
- [HISTORY OF SCIENCE 397b *The Scientific Revolution: 1600-1800*. The influence of theology and philosophy on the history of science. Topics include the role of teleology and natural theology in the development of astronomy, geology, and biology, and the interrelations of science and religion. Miss Burlingame.]

GRADUATE COURSES

- 400a, 400b *Research and Thesis*.
- 401a, 401b *Special Problems in Historical Study*. Arranged individually with graduate students.
- [421a *Problems in Early Modern History*.]
- 431a *Problems in Modern European History*. M 7:30. Mr Salvadori.
- 461a *Problems in American History*. W 7:30.

THE MAJOR

Advisers: Mr Cohn-Haft, Mr Haddad, Mr Little, Mr MacSherry, Mr Mitchell (first semester), Mr von Klemperer, Mr Wilson.

Adviser for Junior Year Abroad: Mrs Hoyt.

HISTORY

All sophomores planning to study abroad and seniors returning from abroad (except those who honor) *must* have their program approved by the departmental Junior Year Abroad adviser.

The history major is constituted by ten semester courses, distributed as follows:

- 1) History 100a, 100b
- 2) Major Field of Concentration (3 semester courses, of which one must be a seminar)
- 3) Minor Field of Concentration (2 semester courses outside the major field, of which one should normally be a colloquium or seminar)
- 4) Ancient Studies (1 semester course in ancient history or one of the following related courses: Art 211a, Art 212b, Government 260a, Philosophy 124a)
- 5) Additional Courses (2 semester courses or colloquia, one of which may be in a related discipline unless the Ancient Studies course is taken outside the department).

Freshmen entering the major with a satisfactory score in European history on either the College Board Advanced Placement examination or the department's own placement examination (offered in the fall, prior to the beginning of classes) may be, upon petition, exempted from the first semester of History 100a. This semester course may then be replaced by any intermediate course in Medieval, Renaissance, or Reformation history. Sophomores wishing to enter the major after having taken such an intermediate course may, upon petition, substitute it for History 100a. All history majors are ordinarily expected to take a History 100b proseminar.

Freshmen or sophomores who contemplate entering the history major at mid-year are encouraged to take History 101b. This course may count as Ancient Studies and will provide useful background for History 100, which should ordinarily be taken in the year following. History 100a, History 100b, and History 101b are, of course, available to any student in the College.

All history majors will be expected to take a competence examination at the end of their senior year. This will consist of two parts:

- 1) Historiography: based on course work and a supplementary reading list distributed by the department;
- 2) Historical Problems: based primarily on the major field of concentration.

The major field of concentration may be chosen from among the following:

Ancient

Medieval (300-1400)

Early Modern

(*either* Renaissance-Reformation, 1300-1610

or The Age of Monarchy, 1600-1815)

HISTORY

Modern Europe

(either Nineteenth Century Europe, 1789-1919
or Contemporary Europe, 1890 to the present)

United States

Latin America

Middle East

East Asia

HONORS

Director: Mrs Hoyt.

Students eligible for the honors program normally enter as juniors. Seniors returning from a junior year at other institutions and the Junior Years Abroad may also apply. A candidate for admission must present the basis of the major (History 100a and b) and at least one other course in history.

Honors students will present ten semester courses for the major but will prepare only a *major* field selected from the following:

Ancient

The Formation of Latin Christian Society (400-1400)

Latin Christian Society in Transformation (1000-1600)

Early Modern Europe (1300-1815)

Modern Europe (1789-present)

United States

Middle East

East Asia

In addition, the honors student's program should include the following:

- 1) History 388a (taken ordinarily in first semester of junior year)
- 2) Ancient studies (one semester course).
- 3) Honors thesis (for single or double credit, either in consecutive semesters or first semester of senior year). Due on first day of second semester.
- 4) Philosophy of History (taken in second semester of senior year).

Seminars for honors students will be offered in conjunction with the following lecture courses:

History 202a

History 213b

History 221a

History 225a

History 243a

History 274b

Students should consult with the departmental Director of Honors during the advising period in order to learn which of these seminars are being offered during any given semester.

HISTORY

In each semester of the junior and senior year students will take a minimum of one such attached seminar, regular seminar, or colloquium, either within or outside the department. Honors students will have the option of taking three courses for credit and a fourth course for audit credit in the second semester of the senior year. In May of the senior year the student will be examined orally on the subject of her thesis and will be asked to write a prepared exercise on general questions relating to her major field as a whole.

HISTORY OF SCIENCE

See pp. 212-213.

ITALIAN LANGUAGE & LITERATURE

- PROFESSOR: GIUSEPPE VELLI, DOTTORE IN LETTERE, *Chairman*
ASSISTANT PROFESSOR: *MARGHERITA SILVI DINALE, DOTTORE IN LETTERE
LECTURERS: §MANLIO CANCOGNI, DOTTORE IN LETTERE
IOLE FIORILLO MAGRI, A.M., DOTTORE IN LINGUE
E LETTERATURE STRANIERE

It is recommended that students planning to major in Italian take History 100a, one course in modern European history, and Philosophy 124a, b. Those intending to spend the junior year in Italy should consult the Chairman about preparatory courses.

111D or 112 is the prerequisite for 226 and all advanced courses.

In all literature courses majors will be required to write in Italian; non-majors may do written work in English.

A. LANGUAGE

- 111 *Elementary Course.* M T W 9; W Th F 12; and two hours to be arranged. (A special section for juniors and seniors who wish greater emphasis on reading ability will be given.) Mrs Magri.
- 111D *Intensive Elementary Course.* M T W Th F 2; two additional hours to be arranged for conversation. *Three semesters' credit.* Mrs Magri.
- 112 *Intermediate Course.* Reading from modern Italian literature, including grammar and composition; followed by a survey of Italian civilization. Prerequisite: two entrance units in Italian or 111. M T W 9. Mr Velli.
- [227a *Intermediate Composition.* Reading of and comment on contemporary, not exclusively literary, Italian texts with special emphasis on syntax and style. Italian-English and English-Italian translation. Prerequisite: 111D, 112, or permission of the department. Hours to be arranged. Mr Velli.]
- 331b *Advanced Composition.* Continuation of 227a with emphasis on composition. Prerequisite: 227a or permission of the department. Hours to be arranged. Mr Velli.

B. LITERATURE

- 226 *Survey of Italian Literature.* Reading of outstanding works, and consideration of their cultural and social background. Hours to be arranged. Mr Velli.
- 301, 301a, 301b *Special Studies.* By permission of the department for senior majors who have had three semester courses above the introductory level. Members of the Department.

ITALIAN LANGUAGE & LITERATURE

- 336 *Dante: Vita Nuova, Divina Commedia.* M 10-11:50. Mr Velli.
- [337a *Selected Readings from "Rerum Vulgarium Fragmenta."* Emphasis on the culture and style of Petrarch. Reasons for and nature of Petrarchism. T 11-12:50. Mr Velli.]
- [337b *Boccaccio's Decameron.* Themes, structure, and narrative technique. The position occupied by the work in the Italian prose tradition. T 11-12:50. Mr Velli.]
- 338a *Machiavelli and Renaissance Thought.* Reading of *Il Principe* with ample selections from *Discorsi sopra la Prima Deca di Tito Livio* and from literary works (*Mandragola, Belfagor, Lettere*). T 11-12:50. Mr Velli.
- 338b *Ariosto's Orlando Furioso and the Literary Ideals of the Renaissance.* Analysis of the work and reading of significant episodes. Tasso's *Gerusalemme Liberata* and the spirit of the late sixteenth century. Analysis of Tasso's lyricism and the pre-baroque character of his art. T 11-12:50. Mr Velli.
- [339b *Italian Romanticism.* Leopardi: selected readings from his *Canti*. Manzoni: *I Promessi Sposi*, and selections from minor works. Hours to be arranged. Mr Cancogni.]
- 340b *Culture and Literature of the Eighteenth Century.* Selected readings from Vico, *Scienza Nuova*; Alfieri, *Tragedie*; Foscolo, *Ultime Lettere di Jacopo Ortis, Sonetti, Sepolcri*. Hours to be arranged. Mrs Dinale.
- 342b *Contemporary Literature.* Emphasis on the relationship between narrative in literature and cinema. A study of reciprocal influences, both in style and subject matter. Works by Moravia, Vittorini, Pavese, Rossellini, Bassani, De Sica, Cassola, Fellini, Pasolini, Sciascia, Germi, and others will be analyzed. To be given in English. Hours to be arranged. Mrs Dinale.

GRADUATE

Adviser: Mr Velli.

450, 450a, 450b *Research and Thesis.*

451, 451a, 451b *Advanced Studies.*

ITALIAN LANGUAGE & LITERATURE

THE MAJOR

Advisers: Mrs Dinale, Mr Velli.

Based on 111D or 112.

Requirements: nine semester courses, in addition to the basis and including the following: 226; 331b; 336; 337a or b; 338a or b; two of the following: 339b, 340b, 342b.

A comprehensive examination based on the requirements for the major.

HONORS

Directors: Mrs Dinale, Mr Velli.

Based on 111D or 112.

Requirements: nine semester courses in addition to the basis, as in the major, and a long paper (a semester of independent work).

Two examinations: one in the general field of Italian literature; one in linguistic preparation.

MATHEMATICS

PROFESSORS:	BERT MENDELSON, PH.D. ALICE B. DICKINSON, PH.D., <i>Chairman</i>
ASSISTANT PROFESSORS:	MARJORIE LEE SENECHAL, PH.D. DAVID WARREN COHEN, PH.D. JAMES JOSEPH CALLAHAN, PH.D. ALICE JEANNE LADUKE, PH.D. DANIEL FRANKLIN STORK, PH.D.
INSTRUCTOR:	YVONNE LEONARD, M.A.T.
LECTURER:	¹ NEAL HENRY MCCOY, PH.D.

Students planning to take courses in mathematics are expected to offer at least three entrance credits in mathematics; those planning to major in mathematics are advised to take courses in mathematics throughout the freshman and sophomore years. A course in astronomy or physics is also recommended.

- [100a *Topics in Finite Mathematics I.* Topics include elementary logic, circuit design, and probability. For students who do not plan to major in mathematics or a physical science.]
- 102a *Pre-calculus Mathematics.* Trigonometry, analytic geometry, some topics from algebra. Prerequisite: three entrance units in mathematics, not including analytic geometry. M T W 9, T 8 at the option of the instructor; W Th F 10, F 11 at the option of the instructor.
- 102b A repetition of 102a. M T W 9, T 8 at the option of the instructor.
- 103a *Calculus I.* The derivative with applications, the integral, the mean value theorem and the fundamental theorem of calculus. Prerequisite: 102a or at least three entrance units in mathematics including analytic geometry. M T W 9, T 10 at the option of the instructor. M 12, T W 11, T 12 at the option of the instructor; W Th F 10, F 11 at the option of the instructor; W Th F 12, Th 11 at the option of the instructor; W Th F 2, Th 3 at the option of the instructor. Members of the Department.
- 103b Repetition of 103a. M T W 9, T 8 at the option of the instructor; W Th F 10, F 11 at the option of the instructor.
- 104a *Calculus II.* Inverse functions, logarithmic and exponential functions, series, techniques of integration. Prerequisite: 103a or 103b, or four entrance units in mathematics including analytic geometry and at least a half-year of calculus. M T W 9, T 8 at the option of the instructor; M 12, T W 11, T 12 at the option of the instructor; W Th F 10, F 11 at the option of the instructor. Members of the Department.

MATHEMATICS

- 104b Repetition of 104a. M T W 9, T 10 at the option of the instructor; M 12, T W 11, T 12 at the option of the instructor; W Th F 10, F 11 at the option of the instructor; W Th F 12, Th 11 at the option of the instructor; W Th F 2, Th 3 at the option of the instructor. Members of the Department.
- [109a *The Teaching of Elementary Mathematics.* A course for prospective teachers in elementary school. Selection and presentation of mathematics in the primary curriculum. Observation, directed teaching and tutoring, and two class hours weekly. No prerequisite in mathematics. Open only to juniors and seniors. Offered in alternate years.]
- 110b *Introduction to Symmetry.* The mathematical theory of repeating patterns, studied through ornamental patterns and applied to the structure of crystals. Crystals are grown and the physical consequences of their internal symmetry are explored. Not intended for mathematics or science majors. No prerequisite. Discussion-laboratory. M and W 2-4. Mrs Senechal.
- 113a *Computer Programming.* Introduction to Fortran. No prerequisite. No credit. Hours to be arranged through computer center or Mr Mendelson.
- 113b A repetition of 113a. Mr Mendelson.
- 114b *Advanced Programming.* Assembly language for the IBM 1130 and monitor. Prerequisite: 113a or the equivalent and permission of the instructor. No credit. One hour, to be arranged. Mr Mendelson.
- [200a *Introduction to Numerical Methods.* Application of numerical methods to power series, roots of equations, simultaneous equations, numerical integration, and ordinary differential equations. Prerequisite: 104a or b and some knowledge of Fortran. Offered in alternate years.]
- 201a *Linear Algebra.* Vector spaces, matrices, linear transformations, systems of linear equations. T Th 2, W 3; W Th F 10. Members of the Department.
- 201b A repetition of 201a. T Th 2, W 3; W Th F 10. Members of the Department.
- 202a *Calculus III.* Vectors, partial differentiation, and multiple integration with applications. Prerequisite: 104a or b; 201a or b is suggested. M T W 9; Th F 8:40-9:50.
- 202b Repetition of 202a. M 12, T W 11. Members of the Department.
- 204b *Topics in Applied Mathematics.* Fourier analysis, orthogonal functions, and applications. Prerequisite: 201a or b and 202a or b. W Th F 12.
- 207a *Fundamental Concepts of Mathematics.* Topics will include set theory, axiomatic systems and models, relations and functions, transfinite numbers, para-

MATHEMATICS

- doxes, methods of proof. Prerequisite: 201a or b, or 202a or b, or permission of the instructor. M 12, T W 11. Mr Cohen.
- 207b A repetition of 207a. W 10, F 10-11:50. Mrs Dickinson.
- 222a *Differential Equations*. Theory and applications of ordinary differential equations. Prerequisite: 104a or b. W Th F 12. Mrs Dickinson.
- 224b *Topics in Geometry*. Euclidean, non-Euclidean, and projective geometry. Prerequisite: 104a or b or permission of the instructor. T Th 1:40-2:50.
- 233a *Modern Algebra*. An introduction to the most important concepts of abstract algebra, including rings, fields and groups. Prerequisite: 201a or b, or 202a or b, or permission of the instructor. M T W 9. Mr McCoy.
- 233b A repetition of 233a. M 12, T W 11. Mr Cohen.
- [234a *Projective Geometry*. Axioms, duality, projectivities, equivalent formulations of the fundamental theorem, introduction of coordinates, conics. Prerequisite: 202a or b, or permission of the instructor.]
- 238a *Theory of Numbers*. Properties of integers including congruences, primitive roots, quadratic residues, continued fractions. Prerequisite: 233a or b, or permission of the instructor. Th F 8:40-9:50. Miss LaDuke.
- 242a *Topology*. Point set topology, the real line, metric spaces, abstract topological spaces. Prerequisite: 202a or b. W Th F 12. Mr Mendelson.
- 243b *Introduction to Analysis*. The real number line, continuous functions, differentiation, integration, sequences and series of functions. Prerequisites: 201a or b, and 202a or b, or permission of the instructor. M T W 9. Miss La Duke.
- 244a *Complex Variables*. Complex numbers, differentiation, integration, Cauchy integral formula, calculus of residues, applications. Prerequisites: 201a or b and 202a or b. T Th 1:40-2:50. Mr Stork.
- 246a *Probability*. Mathematical theory of probability with an introduction to mathematical statistics. Prerequisite: 202a or b. M 12, T W 11. Mrs Senechal.
- 250b *The Teaching of Mathematics*. A course for prospective teachers of mathematics in secondary schools. Selection and presentation of mathematics in the secondary curriculum. Observation and directed teaching, and two class hours weekly. Prerequisites: two semester courses beyond 202a or b. Offered in alternate years. T 3-5.
- 301a, 301b *Special Studies*. By permission of the department for majors who have had at least four semester courses beyond 104a or b.

MATHEMATICS

- 302a, 302b *Special Studies for Honors Students.* Directed reading, exposition, and long paper. The topic of specialization will be chosen in consultation with the Director at the beginning of the senior year. Either 302a or 302b may be taken for double credit.
- 333b *Topics in Abstract Algebra.* Vector spaces, linear transformations, further study of topics included in 233a. Prerequisite: 233a or b. M T W 9. Mr Stork.
- 343a *Mathematical Analysis I.* A rigorous treatment of the concepts of the calculus. Prerequisites: 201a or b and 202a or b. M 12, T W 11. Mr Callahan.
- 344b *Mathematical Analysis II.* Prerequisite: 343a. M 12, T W 11. Mr Callahan.

GRADUATE

- 420a, 420b *Special Studies in Topology and Analysis.*
- 430a, 430b *Special Studies in Modern Geometry.*
- 440a, 440b *Special Studies in Algebra.*

THE MAJOR

Advisers: Mr Cohen, Mrs Dickinson, Mr Mendelson, Mrs Senechal.

Requirements: Nine semester courses, including 201a or b, 202a or b, 233a or b, and 207a or b, or 242a or b, or 243a or b. Two of the nine may be chosen from the following: Astronomy 122, 234 or courses at a higher level; Chemistry 231, 241b, 435a; Philosophy 320b; Physics 214a or courses at a higher level (except 226b and 311). Except for 104a or b, the mathematics courses must be at the intermediate or advanced level.

Within guidelines established by the department and with its approval, each major will have the option of a competence examination or paper, or an appropriate combination of the two.

HONORS

Director: Mrs Dickinson.

Requirements: in addition to the nine courses required for the major, students must take the Special Studies for honors students (302a and 302b, which include the long paper), in the senior year. Either 302a or 302b may be taken for double credit.

Examinations: In addition to the requirements for the major, each honors student must take an oral examination in the area of her honors thesis.

MUSIC

PROFESSORS:	ALVIN DERALD ETLER, MUS.B. IVA DEE HIATT, M.A., <i>Director of Choral Music</i> VERNON D. GOTWALS, JR., M.F.A., <i>Chairman</i> PAUL RICHER EVANS, PH.D. ROBERT MARTIN MILLER, MUS.M., LIC. DE CONCERT ADRIENNE AUERSWALD, A.M. DOROTHY STAHL, B.MUS. *PHILIPP OTTO NAEGELE, PH.D.
ASSOCIATE PROFESSORS:	WILLIAM PETRIE WITTIG, MUS.M. LORY WALLFISCH
ASSISTANT PROFESSORS:	ERNST WALLFISCH †JOHN PORTER SESSIONS RONALD CHRISTOPHER PERERA, A.M. PETER ANTHONY BLOOM, M.A.
INSTRUCTORS:	KENNETH EDWARD FEARNS, MUS.M. MONICA M. JAKUC, M.S. GRETCHEN D'ARMAND, M.M. NORS S. JOSEPHSON, PH.D. AMY KAISER, A.M. EUGENIE MALEK, M.S. ALTHEA MITCHELL WAITES, MUS.M.
TEACHING FELLOW:	DAVID P. HOWARD, B.A.
LECTURERS:	CHARLES FORBES, M.M. ¹ KEN A. MCINTYRE, MUS.M. ² JEAN T. PEMBERTON, B.MUS. MARCIA WEINFELD, A.B.

Students considering a major in music are strongly advised to take 111 in the freshman year. Others with musical experience may take 200 in the freshman year.

A. THEORY AND COMPOSITION

- 111 *Elementary Course.* Basic materials of composition. Sight-singing, ear-training, and exercises in one-, two-, and three-part writing. M 10-11:50, T W 10; M 12, T 11-12:50, W 11; M T 1:40-2:50, W 3. Mr Eder, Mr Miller.
- 221a, 221b *Intermediate Course.* Contrapuntal and harmonic materials of the eighteenth and nineteenth centuries. Writing, ear-training, keyboard harmony, performance, and analysis. Prerequisite for 221a: 111. Prerequisite for 221b: 221a. W 10, F 10-11:50; W F 1:40-2:50; Th F 8:40-9:50. Mr Perera.

MUSIC

- 226b *Musical Sound* The production of musical sound, psychological and physical aspects of musical hearing, pitch, loudness, and timbre. The voice, instruments of the orchestra, synthesized and electronic musical sound, acoustics of rooms and auditoria, and the recording and reproduction of sound. Lecture-demonstration; one two-hour laboratory experiment every other week. W F 12, Th 11-12:50. Mr Josephs, Mrs Ivey (Physics).
- 231a *Tonal Organization*. Practice in analytical techniques. Prerequisite: 221b. Th 10, F 10-11:50. Mr Gotwals.
- 233 *Composition in Small Forms*. Prerequisite: 221b. Mr Etler.
- 342 *Composition for Small Instrumental Groups*. Prerequisite: 233. Mr Etler.
- 345a *Electronic Music*. Limited to ten students. Admission by permission of the instructor. Two class hours and individual laboratory instruction to be arranged. Th 4-6. Mr Perera.

B. HISTORY

- 100a *An Introduction to Music*. Components of music, music in the twentieth century. This course is designed specifically for those with no previous training in music. M T 2 and a one-hour section meeting to be arranged. Mr Wittig.
- 100b *An Introduction to Music*. Musical styles from the Renaissance to 1900. Prerequisite: 100a or permission of the instructor. M T 2 and a one-hour section meeting to be arranged. Mr Wittig.
- 115a *An Introduction to African American Music*. West African origins. Communal spiritualism from 1619 to the present. Th 11-12:50. Mr McIntyre.
- 200a *An Historical Survey of Music*. Western music from the middle ages to the eighteenth century. This course is open to all students (including freshmen) who have had some previous musical experience or who have obtained permission of the Director. M 10-11:50, T 10; M T W 9; W Th F 10. Mr Evans (Director), Mr Bloom, Mr Josephson.
- 200b *An Historical Survey of Music*. Western music from the eighteenth century to the present. Prerequisite: 200a. M 10-11:50, T 10; M T W 9; W Th F 10. Mr Evans (Director), Mr Bloom, Mr Josephson.
- 250a *The History of the Symphony from Haydn to Mahler*. Prerequisite: 100b or 200a. W 2, Th 3, F 2. Mr Josephson.
- 251b *The History of the Opera from Mozart to Strauss*. Prerequisite: 100b or 200a. W 2, Th 3, F 2. Mr Josephson.

MUSIC

- 302a *Music and Poetry in Medieval France.* The interaction of words and music in the evolution of the principal musical forms and techniques of medieval France. Emphasis will be given to the works of the Troubadours, Adam de la Halle, and Guillaume de Machaut. Prerequisite: 200a or permission of the instructor. Alternates with 304a. T 11-12:50, W 11. Mr Evans.
- [304a *Music of the Seventeenth Century.* Prerequisite: 200a or permission of the instructor. Alternates with 302a. T 11-12:50, W 11. Mr Evans.]
- 305b *The Cantatas and Passions of J. S. Bach.* Prerequisite: 200b or permission of the instructor. Alternates with 306b. Th 11-12:50, F 12. Mr Gotwals.
- [306b *The Quartets and Symphonies of Joseph Haydn.* Prerequisite: 200b or permission of the instructor. Alternates with 305b. Th 11-12:50, F 12. Mr Gotwals.]
- 307b *Mozart's Piano Concertos.* A study of the concertos with reference to the history of the genre and to other instrumental music of Mozart. Prerequisite: 200b or permission of the instructor. M T 1:40-2:50. Mr Bloom.
- [308a *Music Between the Revolutions (1789-1848).* Selected topics in late classic and early romantic music, with emphasis on the music of Beethoven. Prerequisite: 200b or permission of the instructor. Mr Bloom.]
- 309a *Solo Song: the Viennese School from Schubert through Webern.* Prerequisite: 200b or permission of the instructor. Th 11-12:50, F 12. Miss Auerswald.
- [310b *Modern Music.* Prerequisite: 200b or permission of the instructor. Th 10, F 10-11:50. Mr Sessions.]

GRADUATE

All graduate seminars are open to seniors by permission of the instructor.

Adviser: Mr Evans.

400, 400a, 400b *Research and Thesis.*

401, 401a, 401b *Special Studies.*

402a *Pro-Seminar in Music History.* Musical bibliography, techniques of historical research. Candidates for the Master's Degree are required to take Music 402a in the first year of graduate study. Mr Josephson.

403a *Seminar in Medieval Music.* Th 4-5:50. Mr Evans.

406b *Seminar in Sixteenth-Century Music.* Mr Josephson.

407b *Seminar in Baroque Music.* Th 4-5:50. Mr Evans.

408a *Seminar in Music of the Classic Era.* M 3-4:50. Mr Bloom.

[409b *Seminar in Music of the Romantic Era.* M 3-4:50. Mr Bloom.]

410a *Precedents for Contemporary Procedures.* Alternates with 411a. Mr Etler.

[411a *Serialism.* Alternates with 410a.]

C. PRACTICAL MUSIC

Courses are offered in the technique and representative literature of the piano, organ, harpsichord, voice, violin, viola, violoncello, viola da gamba, flute, oboe, clarinet, bassoon, and French horn, and in instrumental ensemble and conducting. There are fees for all courses involving individual instruction and for the use of practice rooms. These fees are listed on p. 240.

Courses in practical music normally require one hour of individual instruction per week. The required minimum of practice time is five hours per week for half-courses and ten hours for full courses.

Introductory level courses in practical music *must be taken above the four-course program and are counted as half-courses.* Exception: a sophomore who plans a music major may, with the permission of the department, elect the second year of practical music within the four-course program as a full-credit course. (The first two semesters of practical music may not be added up to balance a semester program including only three courses.)

Courses of intermediate or advanced level may be taken *within or above the four-course program, as a full course or half-course, respectively,* but a student who wishes to continue practical music above the introductory level must take at least one year course or two semester courses from Division A or B before graduation.

A minimum grade of C or permission of the instructor is required for admission to a second year course in practical music.

A minimum grade of B or permission of the instructor is required for admission to a course above the introductory level.

No more than 24 hours of Practical Music may be counted toward graduation credit.

Registration for any course in practical music is tentative until the student has arranged an audition through the office of the department and obtained approval of the department. Auditions are held in May and September.

STRINGED INSTRUMENTS, WIND INSTRUMENTS. Candidates for these courses will be expected to play a piece of their own choice.

MUSIC

VOICE. Candidates for Music 141 will be expected to perform a song for solo voice.

PIANO. Candidates for Music 121 will be expected to play three pieces representing different styles in piano literature, one from each of the following headings: (1) a piece by J.S. Bach; (2) an allegro movement from a sonatina or sonata by Clementi, Kuhlau, Haydn, Mozart, or Beethoven; (3) a piece composed after 1825.

Piano. 121, 122, 222, 323, 424, 425. Mr Miller, Mrs Wallfisch, Mr Fearn, Miss Jakuc, Mrs Malek, Mrs Waites.

Organ. 132, 232, 333, 434, 435. Prerequisite: 121 or its equivalent. Mr Gotwals.

Harpsichord. 202, 303, 404, 405. Prerequisite: 122 or 132, and permission of the instructor. Mrs Wallfisch.

Voice. 141. This course will require two class hours, one half-hour lesson, and four hours of practice per week. 142, 242, 343, 444, 445. Miss Auerswald, Miss Stahl, Mrs d'Armand.

Violin. 151, 152, 252, 353, 454, 455. Mr Naegele, Mr Wallfisch, Miss Weinfeld.

Viola. 161, 162, 262, 363, 464, 465. Mr Wallfisch, Mr Naegele.

Violoncello. 171, 172, 272, 373, 474, 475. Mr Forbes.

Viola da Gamba. 163, 164, 264, 364, 468, 469. Mr Wallfisch.

Wind Instruments. 181, 182, 282, 383, 484, 485. Mr Wittig, Mrs Weaver, flute; Mr Bloom, oboe; Mr Lynes, clarinet; Mr Hebert, bassoon; Mrs Wittig, horn.

Instrumental Ensemble. 191a, 191b, 192a, 192b, 292a, 292b, 393a, 393b. Open to qualified students who are studying their instruments. These courses require one hour lesson and three hours of practice per week. *One-quarter course credit.* Mr Naegele, Mr Forbes, Mr Wallfisch, strings; Mr Lynes, winds.

210b *Orchestral Conducting.* Instrumental usage, score-reading, and baton technique. Prerequisite: 111 or one introductory course in Division C, Practical music, and permission of the instructor. Two class hours. *One-quarter course credit.* W Th 10. Mr Wittig.

220 *Choral Conducting.* Study of various styles of choral music suitable for secondary schools and small groups. The course will be limited to sixteen students. Prerequisite: 200b and permission of the instructor. Two class hours. *One-quarter course credit each semester.* T 3-4:50. Miss Hiatt.

MUSIC

- [241a *English Diction for Singers*. Prerequisite: 142 or permission of the instructor. Two class hours. *One-quarter course credit*. Miss Stahl.
- 316b *The Teaching of Music*. Advanced music education with opportunity for observation and practice teaching in public and private elementary and secondary schools, with emphasis on a sequence from Kindergarten through 12th grade. Th 7:30. Mrs Pemberton.

THE MAJOR

Advisers: Miss Auerswald, Mr Bloom.

Requirements: Twelve semester courses, including the following: 111, 200a 200b, 221a, 221b, 231a, five additional semesters of intermediate or advanced grade (at least three of which must be from Division B, History), and an examination of competence in Division A, Theory and Composition.

Foreign Languages: Students are urged to acquire some knowledge of German and Italian as well as of French.

HONORS

Director: Mr Bloom.

Requirements: Students will fulfill the requirements of the major and, in the senior year, elect at least one graduate seminar, and present a long paper (or a composition) equivalent to one first-semester course.

Examinations: Students will take the examination of competence required of all majors, and an oral examination on the subject of the thesis.

PHILOSOPHY

- PROFESSORS: MORRIS LAZEROWITZ, PH.D.
MURRAY JAMES KITELEY, PH.D., *Chairman*
ASSISTANT PROFESSOR: *MALCOLM B. E. SMITH, PH.D.
- LECTURERS: ²VERE C. CHAPPELL, PH.D.
¹GARETH B. MATTHEWS, PH.D.
¹KATHRYN PYNE PARSONS, PH.D.
A. THOMAS TYMOCZKO, PH.D.

Introductory and intermediate courses are open to all students. Upper-level courses assume some previous work in the department or in fields related to the particular course concerned. The 300-level courses are primarily for upperclassmen. Where special preparation is required for a course, this is indicated in the description.

- 111a, 111b *Basic Philosophical Problems*. Reading and discussion of some of the most important classical and modern philosophical works, to introduce the student to such topics as the relation of mind and body, sources of knowledge, freedom and determinism, nature and status of ideas. A different selection of problems in each semester. 111a is *not* a prerequisite for 111b. Lec. W Th 10; dis. F 10-11:50, Th 11-12:50. Mr Tymoczko and Members of the Department.
- 121a *Logic*. Study of formal inference: truth-function techniques, elementary quantification, classes, the syllogism. The course is intended to train the student in effective use of principles of correct reasoning. T 11-12:50; sect. W 11. Mr Lazerowitz.
- 121b A repetition of 121a. T 11-12:50; sect. W 11. Mr Lazerowitz.
- 124a *History of Ancient and Medieval Philosophy*. A study of Western philosophy from the early Greeks to the end of the Middle Ages, with emphasis on the pre-Socratics, Plato, Aristotle, the Stoics and Epicureans, and some of the scholastic philosophers. Lec. W 12, Th 11; sect. Th 12. Mr Kiteley, Mr Matthews.
- 124b *History of Modern Philosophy*. A study of Western philosophy from Bacon through the eighteenth century, with emphasis on Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Lec. W 12, Th 11; sect. Th 12. Mr Kiteley, Mr Chappell.
- 221a *Philosophy of Science*. The study of some problems raised by a philosophical scrutiny of science. Analyses of the concepts of explanation, law of nature,

confirmation, causation, and others. Discussion of the implications of science for broader philosophical issues. Th 7:30-9:30. Mrs Parsons.

- 222b *Ethics*. Critical discussion of some of the major theories in the history of ethics, with particular emphasis on those of Aristotle, Hobbes, Hume, Kant, and Mill. T Th 1:40-2:50. Mr Smith.
- 230b *American Philosophy: the Classical Period*. Studies in the work of William James, Chauncy Wright, C. S. Peirce, George Santayana, John Dewey and Josiah Royce. To be offered in alternate years. Mr Wilson (History).
- 233b *Aesthetics*. Discussion of problems about art: the nature of art, the nature of aesthetic experience, the role of the critic, and other problems. WF 1:40-2:50. Mr Smith.
- [235a *Political Philosophy*. A critical discussion of problems in political philosophy, to include: the distinction between fact and value, the source and nature of the citizen's obligation to the state, and the duties of the state. T Th 1:40-2:50. Mr Smith.]
- 236b *Linguistic Structures*. Recent work on the structure of language and its impact on grammar, semantics, and rhetoric. W 7:30-9:30. Mr Kiteley.
- 237a *Philosophical Topics*. A non-historical treatment of some topic or school of current interest. Topic for 1972-73: Religion and Common Sense. An investigation of various aspects of the religious life including faith, religious experience, prayer, miracles, and their relation to the world of ordinary experience. Th 7:30-9:30. Mr Tymoczko.
- 238b *Systematic Philosophy*. Study of some systematic view through analysis of the work of selected philosophers, classical or modern. Selection to vary from year to year. Topic for 1972-73: The Metamorphosis of the Notion of Idea in Modern Philosophy. T Th 1:40-2:50. Mr Kiteley.
- 239a *Phenomenology and Existentialism*. An examination of certain topics regarding consciousness, intentionality, transcendence, the structure of feeling, and existential categories as treated in the writings of Husserl and Sartre. F 3-5. Mrs Parsons.
- 301, 301a, 301b *Special Studies*. For senior majors, by arrangement with the department.
- [311a *Recent and Contemporary Philosophy*. Bradley, Russell, G. E. Moore. Open to sophomores by permission of the instructor. Th 4-6 and a third hour to be arranged.]

PHILOSOPHY

- 311b *Recent and Contemporary Philosophy*. Frege, Russell, Wittgenstein, Quine. A study of the development of the analytic tradition in philosophy. Open to sophomores by permission of the instructor. Th 4-6 and a third hour to be arranged. Mr Tymoczko.
- [312b *Wittgenstein*. Certain views in the *Tractatus Logico-Philosophicus* and in *Philosophical Investigations*. Changes in the methods of philosophy: logical positivism, linguistic analysis, metaphilosophy. Given in alternate years.]
- 320b *Logic*. Quantification theory and proof theory, including an examination of their philosophical significance. Not open to freshmen. Prerequisite: 121a or b or permission of the instructor. M 3-5 and a third hour to be arranged. Mr Tymoczko.
- 330b *Philosophy and Psychoanalysis*. Freud and Wittgenstein. The construction of a semantic theory about the nature of philosophical views and arguments, and their connection with the unconscious. Applications to a selection of problems. To be offered in 1972-73 only. Admission by permission of the instructor. Mr Lazerowitz.
- [331b *Metaphysics and Language*. A selection of topics in metaphysics: transcendent reality, abstract entities, causation, the notion of a perfect being. Construction of several metaphysical systems. Some discussion of the relationship between language and metaphysical theories and arguments. Th 11-1. Mr Lazerowitz.]
- [332a *Knowledge and Perception*. An examination of certain problems concerning the objects of perception and knowledge, the role of reason and the senses, scepticism regarding our knowledge of the external world and other minds. W 7:30-9:30. Mr Kiteley.]
- 334a *Belief*. The examination of certain topics having to do with the objects and justification of belief. W 7:30-9:30. Mr Kiteley, Mr Ackermann (University of Massachusetts).

See also courses in History of Science, pp. 212-213.

SEMINARS

- [333a *Value Theory*. Selected topics in ethics and aesthetics. Mr Smith.]
- 335a *Philosophical Analysis*. The nature of analysis employed in philosophy, with applications to a selection of problems. Hours to be arranged. Mr Lazerowitz.

PHILOSOPHY

GRADUATE

Adviser: Mr Lazerowitz.

450, 450a, 450b *Research and Thesis.* (May be taken for double credit.)

451, 451a, 451b *Advanced Studies.* By permission of the department for graduates and qualified undergraduates (e.g., *Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics*).

THE MAJOR

Advisers: Mr Tymoczko (first semester); Mr Smith (second semester).

Based on two semester courses in philosophy.

Requirements: Eight semester courses in philosophy, above the basis and including 121a or b and any two from 111a, 111b, 124a, and 124b. Courses in related departments may be included in the major program of eight semester courses only with the approval of the department.

An examination or paper testing competence in one of the following fields of philosophy, the field to be chosen in consultation with the major adviser. If Field 1 is chosen, some area will be selected for specialization, in accordance with the student's interests. Special arrangements will be made for examining interdepartmental majors.

- Fields:
1. History of Philosophy.
 2. Metaphysics and Theory of Knowledge.
 3. Logic and Philosophy of Science.
 4. Ethics, Aesthetics, Political Philosophy (choice of two areas).

HONORS

Director: Mr Kiteley.

Based on two semester courses from 111a, 111b, 124a, 124b. In addition, 121a or b is required. For other prerequisites for specific programs, the Director should be consulted.

Requirements: a minimum of eight semester courses in philosophy, above the basis, and two additional semester courses in philosophy or in a related field; a long paper written in the first semester.

Two examinations: one on History of Philosophy (Field 1); one from Fields 2, 3, 4, or from an interdisciplinary area of study.

PHYSICAL EDUCATION

PROFESSOR:	JANE ADELE MOTT, PH.D., <i>Director</i>
ASSOCIATE PROFESSORS:	†RITA MAY BENSON, M.S. IN H.P.E. †ROSALIND SHAFFER DEMILLE, M.A. CARYL MIRIAM NEWHOF, M.S. IN PHY. ED.
ASSISTANT PROFESSORS:	MARTHA CLUTE, A.M. WENDY JOYCE WILLETT, M.S. IN PHY. ED. PATRICIA DAWN DOWNIE, ED.D. LINDA K. VAUGHAN, PH.D. SUSAN KAY WALTNER, M.S.
INSTRUCTORS:	ANN MARIE HICKS, M.S. KATHRYN FLYNN, M.S. IN PHY. ED. JOANN ROSEMARIE JANSEN, M.S. IN PHY. ED. MIRIAM CARRUTHERS PAWLOWSKI, M.S. IN PHY. ED. NAN HAUGEN, M.S. IN PHY. ED. JOAN WESTON, M.S. IN PHY. ED.
TEACHING FELLOWS:	SUSAN PATRICIA DAVIS, B.S. SUSAN MARY MOLSTAD, B.A. PENNY NEWELL, B.S. GWEN STEIGELMAN, B.S. PATRICIA ANN SULLIVAN, B.S.E.

Physical Education is offered on a semester system: Fall and Winter I, and Winter II and Spring terms.

The Athletic Association, open to all students, is under the direction of this Department.

A. PHYSICAL EDUCATION FOR UNDERGRADUATES

REQUIREMENTS

All students are required to complete satisfactorily four semesters of physical education including 10a in the freshman year. Normally the requirement must be fulfilled within the first two years. The level of work may be introductory, intermediate, or advanced depending on the ability, needs and physical condition of the individual.

Students enrolled in physical education are required to wear clothing suitable for the activity as designated by the department.

Entering students who demonstrate knowledge and proficiency in physical education may be granted total exemption from Beginning Swimming, on the basis of a practical test. Partial exemption from the Physical Education requirement may be granted on the basis of a written and practical examination in any of the following: basketball, badminton, tennis, golf, field hockey, intermediate or advanced

PHYSICAL EDUCATION

swimming, soccer, volleyball, riding, modern dance, lacrosse, canoeing, and softball. Partial exemption excuses the student from one term of physical education. Tests for exemptions will be administered during the first week of College.

It is assumed that entering students who receive such exemption will engage regularly in sports or dance activities for recreation.

OFFERINGS

*Dance and Sports.*¹ 10a, b for freshmen; 20a, b for sophomores; 30a, b for juniors; and 40a, b for seniors. Two periods of one hour each.

Fall Term. Swimming for those who have not passed the test; for others a choice of the following:

Adapted physical education.

Dance: ballet, folk, and modern.

Sports: archery, canoeing, crew, golf, hockey, riding, sailing, self-defense, soccer, swimming, tennis, volleyball.

Winter Terms. Swimming for those who have not passed the swimming test; for others a choice of:

Adapted physical education.

Conditioning.

Dance: ballet, folk, and modern.

Sports: badminton, basketball, bowling, fencing, gymnastics and apparatus, riding, self-defense, skiing, squash, swimming, volleyball.

Spring Term. Swimming for those who have not passed the swimming test; for others a choice of:

Adapted physical education.

Dance: ballet and modern.

Sports: archery, canoeing, children's games, crew, golf, lacrosse, riding, self-defense, softball, swimming, tennis, track and field, volleyball.

OPTIONAL CLASS AND RECREATIONAL OPPORTUNITIES

Non-Credit Participation in Sports and Dance

Students may elect classes above the required two hours per week. Those having completed the physical education requirement may elect any of the listed offerings.

¹A fee is charged for badminton, golf, sailing, skiing, squash and tennis. The riding fee covers the rental of horses. See also page 240.

PHYSICAL EDUCATION

All students whose health status is satisfactory may participate in intramural competition, sports and dance open hours, club activities, and special events such as week-end sailing, outing trips, and horseback rides.

Introduction to Teaching Physical Education

Undergraduates interested in coaching sports at the secondary school level or in recreational leadership work, and those who plan to enroll in the graduate course in physical education leading to the M.S. degree may select one or more of the following courses: Physical Education 400a, 405a, 405b, 410a, or 415b. Zoology 132b is a prerequisite for Physical Education 400a, 410a, 415b.

B. GRADUATE PROGRAM FOR THE PREPARATION OF TEACHERS OF PHYSICAL EDUCATION

Enrollment in the graduate program is open both to students who have majored in physical education as undergraduates and to those who have majored in other subjects. For students who have *not* majored in physical education as undergraduates, the program includes a preliminary year of study. Properly qualified students from Smith and other colleges will be accepted for work toward the degree of Master of Science in Physical Education (M.S. in Phy. Ed.). Two semester courses of zoology, three semester courses of education, and two semester courses in one of the following: chemistry, mathematics, microbiology, nutrition, physics, experimental psychology, zoology should be offered as prerequisites. Smith College students and others who have satisfactorily completed these courses and the equivalent of four of the five Physical Education courses 400a, 405a, 405b, 410a, 415b may become candidates for the degree in the first year; other students normally require two years.

For further information write to Miss Mott, Scott Gymnasium, for the special booklet describing the program.

400a or b *Adapted Physical Education.* Study of the preventive and corrective phases of physical education and of physical conditions requiring exercise adaptations. Hours to be arranged. Miss Downie.

405a, 405b *The Teaching of Physical Education Activities.* Curriculum materials for the teaching of adapted physical education, dance, and sports. Supervised teaching. Lectures and practice. Required in the first year of students enrolled in the two-year graduate course. Open to undergraduates by permission of the Director of Physical Education. Prerequisite for 405b: 405a. Hours to be arranged. Members of the Department.

410a *The Anatomy of Movement.* Kinesiology, an analytical study of human motor activity. Two lectures and three hours of laboratory. Prerequisite: Zoology

PHYSICAL EDUCATION

- 132b and permission of the Director of Physical Education. Hours to be arranged. Miss Downie.
- 415b *The Physiology of Movement*. Physiology applied to human motor activity. Two lectures and three hours of laboratory. Prerequisite: Zoology 132b and permission of the Director of Physical Education. Hours to be arranged. Miss Downie.
- 420a, 420b *Special Studies*. In adapted physical education, administration, current problems, dance, recreation, or other approved topics. Hours scheduled individually. Members of the Department.
- 425a, 425b *The Teaching of Physical Education Activities*. Theory and practice. Continuation of 405a, 405b, offering opportunity to specialize in the teaching of adapted physical education, dance, or sports. Required of candidates for the Master's degree. Hours to be arranged. Members of the Department.
- 430a *Evaluation of Physical Education*. Quantitative and qualitative evaluation of physical education including testing and statistical methods. Hours to be arranged. Miss Mott.
- 435b *Evaluation of Physical Education*. Continuation of 430a. Hours to be arranged. Miss Mott.
- 440a or 440b *Seminar in Administration of Physical Education and Recreation*. The organization and administration of school and camp programs of physical education and recreation; the teaching and supervision of safety education. Hours to be arranged. Miss Mott.
- 445a *Research in Physical Education*. Critical survey of literature, study of research design and techniques, and practice in preparation of research reports. Required of candidates for the Master's degree. Hours to be arranged. Miss Vaughan.
- 450, 450a, 450b *Thesis*. One semester required of Master's degree candidates. Two semesters optional. Hours to be arranged. Miss Downie, Miss Vaughan.
- 455a or 455b *History and Principles of Physical Education*. Hours to be arranged.
- 460a or 460b *Supervised Teaching in Physical Education*. Individually arranged. Miss Clute.

PHYSICS

PROFESSORS:	JESS J. JOSEPHS, PH.D. MARGARET ANN WAGGONER, PH.D.
ASSOCIATE PROFESSORS:	MELVIN SANFORD STEINBERG, PH.D. WILLIAM BRUCE HAWKINS, PH.D., <i>Chairman</i>
LECTURER:	ELIZABETH SPENCER IVEY, M.A.T.

Students planning to major in physics are advised to elect both 115 and a course in mathematics in the freshman year.

115 *General Physics.* The motion of material bodies, concentrating on inertia, energy, and interactions, with emphasis on operational definitions. Electromagnetism, relativity, and wave phenomena. Prerequisite: one year of introductory calculus, which may be taken concurrently. Recommended for students intending to major in science or in mathematics. Three lectures, one discussion period, and one three-hour laboratory period. Lec. W Th F 10; dis. F 11; lab. M T Th or F 2. Members of the Department.

130a *Inquiry Physics for Elementary and Preschool Teachers.* Experimental study of simple physical systems, designed to involve students in inquiry activities at their own level and to suggest resources for use with children. Survey of existing elementary school physical science programs. No prerequisite. Admission by permission of the instructor. Offered in alternate years. M Th 3-5. Mr Steinberg.

SCIENCE 193a, 193b *Science for the Humanist: Atoms and Galaxies.* See p. 213.

214a *Electricity and Magnetism.* Electric and magnetic fields. Laboratory work with electric circuits and electron physics. Three lectures and three hours of laboratory. Prerequisite: 115 or the equivalent. Lec. hours to be arranged; lab. Th 2-5. Mr Josephs.

220b *Mechanics I.* Newtonian dynamics of particles and rigid bodies, relativistic mechanics. Prerequisite: 115. (May be taken concurrently.) M T 10, W 8.

222a *Modern Physics I.* The special theory of relativity; particle and wave models of matter and radiation; atomic structure; an introduction to certain elementary concepts and methods of quantum mechanics useful in the study of atomic structure. Prerequisite: 115. Three lectures and an occasional three-hour laboratory. Lec. M 10-11:50, T 10, W 8; lab. T 2-5. Miss Waggoner.

PHYSICS

- 224b *Electronics*. A semester of experiments in electronics, using transistors and vacuum tubes, leading to some independent work. Prerequisite: 214a, or by permission of the instructor. One lecture and five hours of laboratory. T Th 2-5. Mr Josephs.
- 226b *Musical Sound*. The production of musical sound, psychological and physical aspects of musical hearing, pitch, loudness, and timbre. The voice, instruments of the orchestra, synthesized and electronic musical sound, acoustics of rooms and auditoria, and the recording and reproduction of sound. Designed for students with a strong interest in music. Lecture-demonstration; one two-hour laboratory experiment every other week. W F 12, Th 11-12:50. Mr Josephs, Mrs Ivey.
- [236a *Light*. Reflection and refraction of light. Interference, diffraction and polarization of light. The electromagnetic character of light. Prerequisite: 115. Lec. Th F 8:40-9:50; lab. F 2.]
- 301a, 301b *Special Studies*. By permission of the department for students who have had at least four semester courses in intermediate physics.
- 311a, 311b *The Teaching of Physics*. A one- or two-semester course for prospective teachers of secondary school physics. By permission of the department. Hours to be arranged. Members of the Department.
- 320a *Mechanics II*. Lagrangian and Hamiltonian methods, waves in a string. Prerequisites: 220b and Mathematics 222a. M 10-11:50, T 10.
- [321a], 321b *Advanced Laboratory*. Selected experiments in atomic, nuclear, and solid state physics. Prerequisites: 222a and 224b. T Th 2-5.
- 322b *Modern Physics II*. Continuation of the study of atomic structure; molecular spectra; nuclear physics; elementary particles; the solid state. Prerequisites: 214a, 222a and Mathematics 202a or b. Three lectures and one three-hour laboratory. M 10-11:50, T 10; lab. M 2-5. Miss Waggoner.
- 334b *Electromagnetic Theory*. The laws of electricity and magnetism; introduction to Maxwell's equations; electromagnetic waves. Prerequisite: 214a and Mathematics 202a or b. M 10-11:50, T 10. Mr Steinberg.
- 340a *Introduction to Quantum Mechanics*. The formal structure of nonrelativistic quantum mechanics, with solution of some simple problems and an introduction to approximation methods. Prerequisite: 220b or permission of the instructor. M T W 9.

PHYSICS

348b *Thermophysics*. Laws of heat and thermodynamics, kinetic theory of gases, introduction to statistical mechanics. Prerequisites: 220b, 222a and Mathematics 202a or b. M T W 9. Mr Steinberg.

See also courses in the History of Science, pp. 212-213.

Adviser for secondary school teaching: Mr Steinberg.

GRADUATE

Adviser: Mr Josephs.

450, 450a, 450b *Research and Thesis*. (May be taken for double credit.)

451a, 451b *Advanced Studies*. Topics selected from the classical fields of mechanics, electrodynamics, optics, statistical mechanics; or from the modern fields of special relativity, atomic structure, nuclear structure, the solid state.

452a, 452b Selected problems assigned for investigation, experimental work, and discussion.

THE MAJOR

Adviser: Mr Hawkins.

Basis: 115 and Mathematics 104a or b.

Requirements: Eight semester courses (above the basis) including: 214a, 220b, 222a, 322b, 334b, Mathematics 202a or b, and two other courses selected from Physics 224b, 236a, 320a, 321a or b, 340a, 348b or from closely allied fields.

One examination in General Classical and Modern Physics.

Each student is expected to participate in a journal club during the first semester of the senior year.

Recommended courses: Chemistry 102a or 103a; Mathematics 201a or b, 204b, 222a.

Students are strongly advised to acquire facility in computer programming.

HONORS

Director: Mr Hawkins.

Basis: Same as that for the major.

Requirements: Same as for the major plus an honors project and paper equivalent to two semester courses.

Two examinations: one, as required for the major, and a second on the honors project and paper. Each examination may be written or oral, or both.

Students are strongly advised to acquire facility in computer programming.

PRE-MEDICAL AND PRE-HEALTH PROFESSIONAL PROGRAMS

See p. 83.

PSYCHOLOGY

PROFESSORS:	ELSA MARGAREETA SIIPOLA, PH.D. **DILMAN JOHN DOLAND, PH.D. BARBARA STEWART MUSGRAVE, PH.D. ROBERT TEGHTSOONIAN, PH.D.
ASSOCIATE PROFESSORS:	J. DIEDRICK SNOEK, PH.D., <i>Chairman</i> MARTHA TEGHTSOONIAN, PH.D. FRANCES COOPER VOLKMAN, PH.D.
ASSISTANT PROFESSORS:	PETER BENEDICT PUFALL, PH.D. LEONARD BICKMAN, PH.D. DONALD BALDWIN REUTENER, JR., PH.D. JOEL STANLEY BERGMAN, PH.D.
RESEARCH ASSOCIATE:	JEAN CARL COHEN, PH.D.

Unless otherwise indicated, 101a or b is prerequisite for every further course.

A. GENERAL PSYCHOLOGY

- 101a *Introduction to General Psychology.* A survey with emphasis on fundamental principles of human behavior and personality. Two lectures and one two-hour demonstration. M T 9, W 9-10:50; M T 10, W 9-10:50; M T 11, W 11-12:50; M T 12, W 11-12:50; M T 2, W 2-3:50; M T 3, W 2-3:50; W F 9, Th 9-10:50; W F 10, Th 9-10:50; W F 11, Th 11-12:50; W F 12, Th 11-12:50. Members of the Department. Mr Reutener (*Director*).
- 101b A repetition of content of 101a. Self-paced instruction. Independent study and a sequence of unit tests (both oral and written). M T 9, W 9-10:50; M 12, T 11-12:50, W 11; M T 3-4:50; W 12, Th 11-12:50, F 12. Members of the Department. Mr Teghtsoonian (*Director*).
- 102a *Introduction to Experimental Psychology.* Application of the experimental method to problems in psychology. Basic experiments in human perception, and learning; operant conditioning of infra-human organisms. Two two-hour laboratory periods. M W 11-12:50; M W 2-3:50; T Th 11-12:50; T Th 2-3:50. Members of the Department. Mrs Teghtsoonian (*Director*).
- 102b A repetition of 102a. Two two-hour laboratory periods. M W 9-10:50; T Th 9-10:50; M W 2-3:50; T Th 2-3:50; M W 7:30. Members of the Department. Mrs Volkmann (*Director*).
- 207a *Statistical Methods in Psychology.* Elementary descriptive and inferential statistics as applied to psychological problems. M 12, T W 11, T 12 at the option of the instructor. Mr Teghtsoonian.

PSYCHOLOGY

- 209b *Theories and Systems in Psychology.* Consideration of problems in psychology including their historical background, theoretical and systematic approaches, and contemporary formulations. M T 1:40-2:50. Mrs Volkmann.

B. FOUNDATIONS OF BEHAVIOR

- 212a *Physiological Psychology.* The neural foundations of human and animal behavior. Emphasis will be placed on sensory and motor systems, and on the physiological bases of emotion, motivation, and learning. Prerequisite: 102a or b, or permission of the instructor. Lec. and lab. Th 9-10:50, F 9-11:50. Mrs Volkmann.
- 214b *Comparative Psychology.* Study and comparison of animal behavior with emphasis on the processes and mechanisms of discrimination, motivation, and modifiability of behavior in lower animals as related to the understanding of these in man. Prerequisite: 102a or b or permission of the instructor. M 2-4:50, T Th 2. Mr Reutener.
- 216b *Perception.* Directed reading, discussion, and research on topics in perception, selected from: perceptual illusions; the interactions among sight, touch, and other senses; the perception of space; size and distance perception in children; the role of learning in perception. Prerequisite: 102a or b. Lec. and lab. M T 3-4:50. Mrs Teghtsoonian.
- 218a *Human Learning.* The study of conditions influencing the processes of learning and memory; explanations of these processes in terms of current theories of learning. Research focuses on basic learning processes as they occur in classroom as well as laboratory situations, with children as well as college students and older persons. Prerequisite: 102a or b. Lec. and lab. T 3-4:50, Th 3. Mrs Musgrave.
- 220b *Psychology of Language.* A psychological interpretation of language based on empirical research. Topics include the role of grammar in thinking, indices of literary style, word association phenomena, meaning and metaphor, communication theories. T 3-4:50, Th 3. Mrs Musgrave.
- 310a *Seminar in Motivation.* Study of the motivational process including general systematic approaches, specialized theories, contemporary human and animal research on specific motives and on the influence of motivation upon such other processes as perception, learning, and fantasy. Th 11-12:50. Miss Siipola.
- 312b *Seminar in Contemporary Behavior Theory.* A study of those points of view which emphasize the importance of behavior as the principal subject mat-

ter of psychology. Following a review of the origins and development of this approach, the principal topic is a study of the work and influence of B. F. Skinner. Both laboratory principles and practical applications are considered. W 7:30. Mr Teghtsoonian.

- 314a *Seminar in Foundations of Behavior.* In-depth study of topics selected from one or more of the following areas: physiological and comparative psychology, perception and psychophysics, language and conceptual processes. Topic for 1972-73: Physiological correlates of states of awareness. Prerequisites: 102a or b and an appropriate course from the following: 212a or b, 214a or b, 216a or b, 218a or b, 220a or b, or permission of the instructor. W 7:30. Mr Reutener.

C. DEVELOPMENTAL AND CHILD PSYCHOLOGY

Director of the Child Study Committee: Mr Pufall.

- 233a *Child Psychology.* Study of the theory and principles of the development of the child from birth to puberty. Survey of related research. W Th F 10. Mr Pufall.
- 233b A repetition of 233a. W Th F 12. Mr Pufall.
- 235a *Experimental Study of the Behavior of Children.* An introduction to research techniques and an exploration of selected current research problems concerning children's behavior. Prerequisite: 102a or b. Lec. and lab. M T 3-4:50. Mrs Teghtsoonian.
- 235b A repetition of 235a. Th F 8:40-10:50. Mr Pufall.
- 237a *Educational Psychology.* The educational process considered from the point of view of psychology. The application of psychological principles of development, motivation, and learning to contemporary educational problems. M T 12, W 11, T 11 at the option of the instructor. No prerequisite. Mrs Musgrave.
- 241b *Psychology of Adolescence.* Problems of role and identity will be discussed in relation to adolescents' needs for acceptance, autonomy, and intimacy. Included in the course will be discussion of political activism, drug abuse, sexual maturation and love. T 5, Th 4-6. Mr Snoek.
- 333a *Seminar in Child Psychology.* Selected problems, reports, and discussion. Prerequisite: 233a or b. T 5, Th 4-6. Mr Pufall.

PSYCHOLOGY

- 335a *Seminar in the Clinical Study of Children.* Clinical approaches to the understanding and treatment of the individual child. Areas include emotional problems of the normal child as well as serious psychopathology; evaluative and therapeutic procedures utilized with children. Some observation in a clinical setting. Prerequisite: at least one of the following, 233a or b, 250a or b, or 254a. M 3-4:50. Mr Doland.

D. PERSONALITY AND CLINICAL PSYCHOLOGY

- 250b *Psychology of Personality.* Study of the psychological organization of the adult personality with emphasis on individuality rather than generalized human nature. Basic concepts and theories of psychodynamics and of the development of adult personality-structure. Open to freshmen by permission of the instructor. M 12, T 11-12:50, W 11 at the option of the instructor. Miss Siipola.
- 252a *Abnormal Psychology.* A study of neuroses, psychoses, and other personality disorders. Recent clinical and experimental findings will be stressed, particularly as they relate to major conceptions of mental illness. M T 1:40-2:50. Mr Doland.
- 254a *Clinical Psychology.* A survey of methods and procedures used in a clinical setting including appraisal of capacity, means of modifying behavior, and theories of psychotherapy. Weekly practicum experience in a community mental health setting. Prerequisite: 250b or 252a and permission of the instructor. M 10-11:50, T 10. Mr Bergman.
- 256b *Intelligence Testing in Clinical Practice.* Supervised practice in administering, scoring, and interpreting tests of intelligence. Weekly practicum experience in testing and working with different populations of individuals varying in intellectual capacity. Not open to freshmen. M 10-11:50, T 10. Mr Bergman.
- 350b *Seminar in Personality.* Intensive analysis of personality structure and dynamics through the use of projective techniques and psychometric tests. Prerequisite: 250a or b, or permission of the instructor. M 3-4:50. Mr Bergman.
- [352a *Seminar in Advanced Abnormal Psychology.* Selected topics related to concurrent practicum experience. T 3-5. Mr Doland.]
- 354b *Seminar in Psychoanalytic Theory.* Open to students who have had 250b. Th 11-12:50. Miss Siipola.

E. SOCIAL PSYCHOLOGY

- 270b *Social Psychology*. The study of social behavior considered from a psychological point of view. Topics include: socialization, prejudice, conformity, leadership and the dynamics of group action. W Th F 10, F 11 at the option of the instructor. Mr Snoek.
- 272a *Experimental Study of Social Behavior*. Examination of factors influencing behavior in social situations, with special emphasis on field research. The application of social psychological research and theory to contemporary community problems. Prerequisite: 102a or b, or permission of the instructor. M 7:30, W 2-3:50. Mr. Bickman.
- [274a *Psychology of Attitudes and Opinions*. The course will consider the formation and change of beliefs, attitudes and values as a function of personal experience, interpersonal influence, and mass communications. Th F 8:40-9:50. Mr Snoek.]
- 276a *Male and Female*. Exploration of the behavioral similarities, differences and relationships between males and females. Topics include: sex role behavior and stereotypes, comparative animal behavior, sex role development, cross cultural findings, psychological and behavioral differences, sexism, sexual behavior, and psychological aspects of population growth. Open to upper-classmen by permission of the instructor. M 12, T 11-12:50, W 11. Mr Bickman.
- [302a *Culture and Character*. The cultural background of personality and the interaction of individuals and society. Enrollment limited to eighteen students; preference given to seniors.]
- 370b *Seminar in Social Psychology*. Topic for 1972-73: Environmental Psychology. The relationships involving the physical environment, the social context, and human behavior. Topics will be chosen from the following: crowding and personal space, extreme environments, the urban environment, transportation, environmental quality, architectural psychology, and natural resources and the natural environment. M 7:30, W 2-3:50. Mr Bickman.
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- 301a, 301b *Special Studies*. By permission of the department for qualified junior and senior majors.

GRADUATE

Adviser: Mr Teghtsoonian.

PSYCHOLOGY

450a, 450b *Seminar in Current Psychological Problems.*

451a, 451b *Advanced Studies.* In any of the following areas: Perception, Learning, Personality, Psychophysiology, Developmental, Social, or Clinical Psychology.

452a, 452b *Research and Thesis.* (May be taken for double credit.)

THE MAJOR

Advisers: Members of the Department.

Based on 101a or b and 102a or b. A student exempted from 101a need take only 102a or b.

Requirements: eight semester courses, in addition to the basis, consisting of: (1) six courses in psychology, and (2) two additional courses in psychology or appropriate courses in other departments.

A paper or a written report of a project will be required of each major, normally in the senior year.

Students planning careers in academic or professional psychology, social work, personnel work involving guidance or counseling, psychological research, or para-professional occupations in mental health settings or special education programs should consult their major advisers regarding desirable sequencing of courses.

Majors may spend the junior year abroad if they meet the College requirements. Students considering this plan should consult a major adviser during the freshman or sophomore years.

HONORS

Director: Mr Pufall.

Basis: 101a or b, 102a or b, and one other semester course.

Requirements: a total of ten semester courses, including the basis, of which eight are to be in psychology and the other two in psychology or appropriate courses in related departments. Further requirements include the following: a thesis equivalent in credit to either one or two semester courses; special honors examinations. It is recommended that, prior to the senior year, students elect 207b, and a laboratory course or seminar in the area of the thesis topic.

RELIGION & BIBLICAL LITERATURE

PROFESSORS: RICHARD PRESTON UNSWORTH, TH.M., L.H.D., S.T.D. (HON.)

†STEN HAROLD STENSON, PH.D.

BRUCE THEODORE DAHLBERG, B.D., PH.D.

JOCHANAN H. A. WIJNHOFEN, PH.D.

TAITETSU UNNO, PH.D.

ASSOCIATE PROFESSORS: ROBERT MITCHELL HADDAD, PH.D.

THOMAS SIEGER DERR, JR., B.D., PH.D. *Chairman*

ASSISTANT PROFESSORS: *KARL PAUL DONFRIED, DR. THEOL.

D. DENNIS HUDSON, PH.D.

JEAN M. HIGGINS, PH.D.

- 140a *Introduction to Religious Thought.* Contemporary interpretations of religion by its exponents and critics. Philosophical, theological, psychological, phenomenological and other approaches. Readings from Sartre, Tillich, Buber, Eliade and others. Designed primarily for freshmen and sophomores. Lecture followed by faculty-student colloquium Th 11-12:50. One-hour discussion sections M 11; T 12; W 11, 12; F 11, 12. Members of the Department. Mr Dahlberg (*Director*).
- 140b *Introduction to Western Religious Traditions.* Classical and contemporary interpretations by Jews, Roman Catholics, Eastern Orthodox, and Protestants of their beliefs and rituals. Western responses to eastern religion. Designed primarily for freshmen and sophomores. Lecture followed by faculty-student colloquium and occasional films. Th 11-12:50. One-hour discussion sections T 11, 12; W 11; F 10, 12. Members of the Department. Mr Dahlberg (*Director*).
- [185 *Biblical Hebrew.* Introduction to the Hebrew language. Elements of grammar with readings from narratives of the Old Testament. Offered in alternate years. Alternates with 285a and b. Mr Wijnhoven.]
- 210a *Introduction to the Bible, I.* The Old Testament: Religion of ancient Israel, its history, law, and myth; prophetic faith; the Wisdom tradition; apocalyptic; the Psalter. M 10-11:50, T 10. Mr Dahlberg.
- 210b A repetition of 210a. M 10-11:50, T 10. Mr Dahlberg.
- 220b *Introduction to the Bible, II.* Backgrounds of the New Testament. The synoptic portrait of Jesus. Development of the early Church. The letters of Paul and the period of epistolary, homiletic, and Johannine literature. M T W 9. Mr Donfried.

RELIGION & BIBLICAL LITERATURE

- [230a *History of Christian Thought, I.* An historical survey (50-451 A.D.) with special emphasis on the transition from New Testament to Catholic faith, the origin and nature of gnostic movements and their significance for the development of the early Church, doctrinal crises, theologians, and documents such as Augustine's *Confessions*. M 10-11:50, T 10. Mr Donfried.]
- 230b *History of Christian Thought, II.* Anselm and Aquinas. The formative period in Protestantism. Development of Catholic thought. Key figures and movements to the present. W Th F 10. Miss Higgins.
- 231b *Eastern Christianity.* A survey of the Orthodox, Nestorian and monophysite Churches of the East, as well as their modern Uniate offshoots; special emphasis on the relationship of each to Islamic civilization and Western Christianity. M 12, T 11-12:50. Mr Haddad.
- [235a *Jewish Thought, I.* Biblical origins. Encounter with the Hellenistic world; split with Christianity. Formation of Talmudic Judaism. Jewish literature, philosophy, and mysticism under Islam and in Christian Europe. Impact of the Renaissance and Reformation. The Sabbathian movement. Mr Wijnhoven.]
- 235b *Jewish Thought, II.* Moses Mendelsohn; enlightenment and Judaism. Hasidism. The Jewish emancipation and liberalism. The rise of Reform. Zionism and modern anti-Semitism. Rosenzweig, Buber, and contemporary trends in Judaism. M 10-11:50, T 10. Mr Wijnhoven.
- 237b *Religion in America.* Religious thought and institutions, and their influence on American culture. Major denominations and thinkers from the seventeenth century to the present. T 11-12:50, W 11. Mr Derr.
- 240a *Contemporary Religious Thought.* An investigation of the impact of modern historical consciousness upon man's understanding of God and himself in his quest for authenticity. Selected readings from contemporary representative thinkers in theology, philosophy, literature, and related disciplines. W Th F 10. Miss Higgins.
- 250a *Social Ethics, I.* Religion as a basis for social ethics. Natural law and situational morality. Ethical problems in the areas of love, marriage, divorce, population growth, environmental management, medical practice and research, and race relations. T 3-4:50, Th 3. Mr Derr.
- 250b *Social Ethics, II.* The bearing of religious ethics on the understanding of the state, the economic order, and international affairs. Power, violence, and vengeance; revolution and order; civil disobedience; pacifism and the just

RELIGION & BIBLICAL LITERATURE

war; property and poverty; religious liberty; religion and communism. T 3-4:50, Th 3. Mr Derr.

- [255b *Sociology of Religion*. Relation of religious organization and beliefs to social and cultural factors. Major sociological interpretations of religion. Selected problems in primitive and higher religions.]
- [260a *Philosophy of Religion, I*. Representative examples of historical philosophies of religion. Emphasis on Kant, Hegel, Kierkegaard, and Nietzsche. The relation of their thought to traditional problems in philosophy of religion. W F 12 and a third hour to be arranged. Mr Stenson.]
- [260b *Philosophy of Religion, II*. Contemporary problems and proposed solutions in philosophy of religion. Philosophical analysis of religious language. Phenomenology of religious consciousness. The nature of religious meaning, evidence, truth; the function of myth, liturgy, and other forms of religious expression. W F 12 and a third hour to be arranged. Mr Stenson.]
- 270a *Religious History of India: Ancient and Classical Periods from ca. 1500 B.C. to ca. 500 A.D.* An introduction to the development and thought of the major religious traditions, with readings in the Vedas, Upanishads, Buddhist literature, the epics, the Bhagavad-Gita, etc. T Th 1:40-2:50. Mr Hudson.
- 270b *Religious History of India: Medieval and Modern Periods from ca. 500 A.D. to the Present*. An introduction to the religious thought of Sankara, Ramanuja and others, the tantric traditions, the rise of bhakti and the Krishna cult, Islam in India, religious phenomena such as the temple, festival, sadhu, the impact of the British on Indian religion, the thought of modern religious figures: Gandhi, Ramakrishna, etc. Prerequisite: 270a or permission of the instructor. T Th 1:40-2:50. Mr Hudson.
- 271a *History of Buddhist Thought*. Enduring patterns of Buddhist thought concerning the interpretations of man, life, world, nature, good and evil, love, wisdom, time, and enlightenment in the religious, philosophical, and ethical teachings of Buddhism in India, China, and Japan. Th F 8:40-9:50. Mr Unno.
- 271b *Zen and Pure Land Buddhism*. Analysis of the interaction among philosophical ideas, religious practices, and socio-historical forces in the formation of Zen and Pure Land schools. Discussion of their principal teachings and practices in China and Japan. Prerequisite: 271a or permission of the instructor. Th F 8:40-9:50. Mr Unno.
- 275a *Islam*. The formative period: Muhammed, the Quran, the law. The medieval mystics and philosophers. The role of Islam in the Middle East, among

RELIGION & BIBLICAL LITERATURE

- primitive cultures, and in India. Muslim reform and tradition in the modern world. M 12, T 11-12:50. Mr Haddad.
- 285a *Hebrew Religious Texts*. Readings with introduction and discussion of Hebrew texts from the Prophets, the Dead Sea Scrolls, and the Mishnah. Prerequisite: 185 or permission of the instructor. Alternates with 185. M 7:30. Mr Wijnhoven.
- 285b *Hebrew Religious Texts*. Selections from medieval Jewish philosophy, mysticism, and poetry (Maimonides, Judah ha-Levi, and others). Prerequisite: 185 or permission of the instructor. Alternates with 185. M 7:30. Mr Wijnhoven.
- 287b *Greek Religious Texts*. Reading and discussion of religious texts of the Hellenistic period in the original. Prerequisite: Greek 111 or the equivalent. Hours to be arranged. Mr Donfried.
- 300a *Methodology in the Study of Religion (seminar)*. Methods of interpreting religious phenomena; the integration of different disciplines in the study of religion. Topic for 1972-73: Interpreting the Hindu and Christian religions through the Bhagavad-Gita and selected portions of the New Testament. Open to seniors by permission of the instructor. W 7:30. Mr Hudson; Mr Lee (Amherst College); Mr Yamashita (Mount Holyoke College).
- 301, 301a, 301b *Special Studies*. By permission of the department for senior majors who have had four semester courses above the introductory level.
- [310a *The Book of Job (seminar)*. Its poetry and myth; its vision of God, man and creation. The context of suffering and evil. Joban themes elsewhere in the Bible. Mr Dahlberg.]
- 311a *The Book of Genesis (seminar)*. Genesis as prologue to the Bible. Theological motifs and literary art in the myths of creation and fall and the legends of the Hebrew patriarchs. Some influences of Genesis on the New Testament, rabbinical literature, and later Jewish and Christian thought to the present. Alternates with 310a. M 3-5. Mr Dahlberg.
- 311b *History of the Interpretation of the Bible*. Classical and contemporary views of the authority of Scripture. Literalism and multiple meanings. Allegory and typology. Medieval exegesis and the rise of modern literary-historical criticism. Relevance of archaeological and philological studies. The Bible in Jewish and Christian worship: preaching and prayer. A lecture-discussion course. Admission by permission of the instructor. M 3-5. Mr Dahlberg.

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- [320a *Life and Teaching of Paul (seminar)*. Selected introductory matters, historical background and detailed interpretation of Paul's letters. Emphasis on the basic themes of the letters in relation to the whole thought of Paul, to the New Testament in general, and to the Acts in particular. Admission by permission of the instructor. M 7:30. Mr Donfried.]
- 320b *Jesus in the Gospels (seminar)*. Topic for 1972-73: Miracles in the New Testament. A study in the development of miracle stories in the New Testament with specific relationship to Hellenistic and Jewish backgrounds and to New Testament apocryphal writings. Admission by permission of the instructor. M 7:30. Mr Donfried.
- [325b *The Johannine Literature (seminar)*. The relationship of the Gospel to inter-testamental, apocalyptic and hellenistic Judaism. Admission by permission of the instructor. M 7:30. Mr Donfried.]
- [328b *Directed Readings in Religious Texts: Hebrew, Greek, or Latin*. Prerequisite: one of the following (or the equivalent): Greek 111; Latin 111a and 112b; or Religion 185. Admission by permission of the instructor. Hours to be arranged. Mr Donfried.]
- 330a *Historical Theology (seminar)*. A study of selected figures and movements in Christian history. Topic for 1972-73: The relation of the Judeo-Christian tradition to historical perceptions of the role of women. W 7:30. Miss Higgins.
- 335a *Selected Trends in Classical Jewish Sources (seminar)*. Sources such as the Midrash and Talmud studied in translation: hellenistic Jewish writings and Medieval philosophical texts. Prerequisite: 235a or permission of the instructor. Alternates with 235a. M 3-4:50. Mr Wijnhoven.
- [335b *Problems in Modern Jewish Thought (seminar)*. A study of the role of religion in modern Jewish issues such as anti-Semitism, secularism and Zionism. Prerequisite: 235b or permission of the instructor. Alternates with 235b. Mr Wijnhoven.]
- 340b *Problems in Theology (seminar)*. Topic for 1972-73: The contemporary Roman Catholic crisis: Bernard Lonergan's analysis and suggested solution. W 7:30. Miss Higgins.
- 350a *Christian Ethics (seminar)*. The relation between belief, action and reflection in theological ethics. Special attention will be given to the tensions in present discussions between legal, contextual (situational), and covenantal approaches to ethics. Th 7:30. Mr Unsworth.

RELIGION & BIBLICAL LITERATURE

- [360a *Existentialism and Theology (seminar)*. Existentialist themes in religious thought. Readings selected from early and contemporary existentialists and theologians. Admission by permission of the instructor. Th 7:30. Mr Stenson.]
- [360b *Phenomenology and Religion*. Phenomenological method and its application to the study of religion; the constitution of religious consciousness. Readings from such authors as Husserl, Heidegger, Jaspers, Marcel, Scheler, Ricoeur, and others. Admission by permission of the instructor. Th 7:30. Mr Stenson.]
- [370a *Hindu Religious Traditions (seminar)*. A study of the diverse Hindu religions centering around the divine figures of Vishnu, Siva and the Goddess to demonstrate how a Hindu within each of these traditions perceives himself, the world, and the transcendent. Prerequisite: 270a or permission of the instructor. W 7:30-9:30. Mr Hudson.]
- 370b *Religion in South India (seminar)*. Selected aspects of the religious history of South India, focusing on such phenomena as the rise of Hindu bhakti, the relations between religious traditions, religion in the village, conversion, modern religious trends, and other selected topics. Prerequisite: 270a or permission of the instructor. W 7:30. Mr Hudson.
- 371a *Religious Traditions of China and Japan (seminar)*. The principal characteristics of Chinese and Japanese religions – syncretism, family cult, involvement with nature, and expressions of spirituality in cultural arts – considered in relation to the problem of man's wholeness. Th 4-5:50. Mr Unno.
- 371b *Problems in Buddhist Philosophy (seminar)*. Central issues and problems of Buddhist philosophy, such as the nature of reality and of man, relative and absolute truth, knowledge and wisdom, nirvana and Buddhahood in selected representative thinkers and schools of Mahayana Buddhism. Topic for 1972-73: Special consideration of the teachings of Nagarjuna. Prerequisite: 271a or permission of the instructor. Th 4-5:50. Mr Unno.

GRADUATE

Adviser: Mr Wijnhoven.

480a, 480b *Advanced Studies*.

485, 485a, 485b *Research and Thesis*. (May be taken for double credit.)

RELIGION & BIBLICAL LITERATURE

THE MAJOR

Advisers: Mr Dahlberg, Mr Derr, Mr Donfried, Mr Hudson, Mr Unno, Mr Wijnhoven.

Basis: 140a, b. An alternative basis of two semester courses requires departmental approval.

Requirements: Eight semester courses, in addition to the basis including: at least one from 210a, 210b, 220b; at least one from 230a, 230b, 231b, 235a, 235b; and at least one from 270a, 270b, 271a, 271b, 275a, 370a, 370b, 371a, 371b. Courses in related departments may be included in the major program of eight semester courses only with the approval of the department.

An examination of general competence in the major, based on courses the student has actually taken, or (with at least a semester's prior approval by the department) a paper exhibiting such competence. The examination will be offered at the end of each semester of the senior year. The paper will be due by April 30 of the senior year.

HONORS

Director: Mr Hudson.

Basis: 140a, b. An alternative basis of two semester courses requires departmental approval.

Requirements: Eight semester courses, in addition to the basis, including: at least one from 210a, 210b, 220b; at least one of the following: 230a, 230b, 231b, 235a, 235b; and at least one of the following: 270a, 270b, 271a, 271b, 275a, 370a, 370b, 371a, 371b; and a long paper equivalent to two semester courses in the semester in which it is written (normally the first semester of the senior year). Work in related departments included in the Religion honors program must be approved by the Director.

Examinations: the required demonstration of general competence in the major and an oral examination on the senior essay as it relates to the major. Preparation and execution of the general requirement is similar to that prescribed for all major students.

RUSSIAN LANGUAGE & LITERATURE

ASSOCIATE PROFESSOR: MARIA NĚMCOVÁ BANERJEE, PH.D., *Acting Chairman*
ASSISTANT PROFESSOR: †IGOR ZELLJADT, M.A., CAND. PHIL., *Chairman*
ASSISTANT: ELISABETH SCHOUVALOFF, A.B.
LECTURERS: PETER NORMAN CHERRIE, A.M.
NATALIJA KUPRIJANOW, LEHRERDIPLOM

A. LANGUAGE

- 101 *Elementary Course.* Three class hours and two hours of conversation and laboratory. W Th 10, F 10-11:50; M 12, T 11-12:50, W 11. Members of the Department.
- 102 *Intermediate Course.* General grammar review. Selections from Russian texts, not exclusively literary. Prerequisite: 101 or the equivalent. W F 12, Th 11-12:50. Members of the Department.
- [111b *Intensive Course.* Five class hours and two laboratory hours. M T W Th F 2 and two hours to be arranged. *Three semesters' credit.* Members of the Department.]
- 231a, 231b *Advanced Course.* Readings and discussion of texts taken from classical and Soviet literature, as well as current journals. Intensive practice in writing. Prerequisite for 231a: 102, or 111b and the permission of the instructor. Prerequisite for 231b: 231a. M T 12, W 11. Mrs Kuprijanow, first semester; Mr Cherrie, second semester.
- [338a *Literary Analysis of Selected Works of Russian Literature.* Prerequisite: 231 and permission of the instructor. Hours to be arranged.]
- [338b *Literary Analysis of Selected Works of Russian Literature.* Prerequisite: 338a or permission of the instructor. Hours to be arranged.]
- [343b *Seminar in the History of Slavic Languages.* A survey of the origin and development of the Slavic languages, their sounds, vocabulary, and grammatical forms from the beginning to the present. Lectures and analysis of selected, illustrative texts. Prerequisite: 231 or the equivalent, or permission of the instructor. Hours to be arranged.]

B. LITERATURE

- 126a *History of Russian Literature.* From its origins through Turgenev. In translation. M T 1:40-2:50. Mrs Banerjee.

RUSSIAN LANGUAGE & LITERATURE

- 126b *History of Russian Literature*. From Tolstoy to the present. In translation. Prerequisite: 126a. M T W 9. Mr Cherrie.
- [233a, 233b *Literature of the Nineteenth Century*. Development of Russian realism. Study of some typical works of Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov, with discussion of important trends in social and aesthetic ideas which they exemplify. In Russian. Admission by permission of the instructor. Prerequisite: 231, or the equivalent. W 7:30. Mr Zelljadt.]
- 235a *Tolstoy*. In translation. M 10-11:50, T 10. Mrs Banerjee.
- 235b *Dostoevsky*. In translation. M 10-11:50, T 10. Mrs Banerjee.
- 236a *Russian Drama*. In translation. Study of the masterpieces of the Russian theatre from the beginnings to recent years, with emphasis on Gogol, Ostrovsky, and Chekhov. M 3-5, W 3. Mr Cherrie.
- 301, 301a, 301b *Special Studies in Language or Literature*. By permission of the Department for senior majors who have had four semester courses above the introductory level.
- [337a *Russian Literature from 1880 to 1917: Modernism, Decadence, Symbolism (seminar)**. In translation. Prerequisite: 126b or one semester of an intermediate course in Russian literature. T 3-5. Mrs Banerjee.]
- 340b *Russian Thought (seminar)*. In translation. Prerequisites: History 226a and 237b and one intermediate semester course in Russian literature. T 3-5. Mrs Banerjee.
- [342a *Seminar in Soviet Russian Literature*. In translation. Poems, plays, and novels of selected Soviet authors considered as works of literary art and as illustrations of the social, economic, and political conditions of the period. Prerequisite: 126b or one intermediate semester course in Russian literature. M 3-5.]
- [346a *Pushkin and His Age (seminar)*. Conducted in English with reading in Russian. Prerequisite: three years of Russian or the equivalent, and by permission of the instructor. Hours to be arranged.]

GRADUATE

Adviser: Mrs Banerjee.

450, 450a, 450b *Research and Thesis*.

RUSSIAN LANGUAGE & LITERATURE

451, 451a, 451b *Advanced Studies*. Arranged individually.

THE MAJORS

RUSSIAN LITERATURE

Adviser: Mr Cherrie.

Required courses: 126a and 126b; *either* 233a and 233b *or* 338a and 338b; 235a and 235b; *either* 340b *or* History 226a and History 237b, although all three of these courses are strongly recommended.

A written examination of competence on an area in Russian literature proposed by the student and approved by the department. The proposal must be made by the end of the first semester of the senior year. The examination will be held in May.

RUSSIAN CIVILIZATION

Adviser: Mrs Banerjee.

Required courses: 126a and 126b; 231a and 231b; 340b; Art 252a *or* Government 222a *or* 322b; *and* History 226a and History 237b.

A written examination of competence on an area in Russian culture proposed by the student and approved by the department. The proposal must be made by the end of the first semester of the senior year. The examination will be held in May.

HONORS

Director: Mr Cherrie.

RUSSIAN LITERATURE

Required courses: *either* 233a and 233b *or* 338a and 338b; 235a and 235b; History 226a and History 237b; a long paper to count for two semester courses to be written in the first semester.

The same examination requirements as for majors in Russian Literature.

RUSSIAN CIVILIZATION

Required courses: 126a and 126b; 231a and 231b; History 226a and History 237b; Economics 209a *or* Government 222a *or* 322b; a long paper to count for two semester courses to be written in the first semester.

The same examination requirements as for majors in Russian Civilization.

SOCIOLOGY & ANTHROPOLOGY

PROFESSORS:	ELY CHINOY, PH.D., <i>Acting Chairman, first semester</i> *PETER ISAAC ROSE, PH.D., <i>Chairman</i>
ASSOCIATE PROFESSORS:	MYRON GLAZER, PH.D. ELIZABETH ERICKSON HOPKINS, PH.D.
ADJUNCT MEMBER:	JOAN HATCH SHAPIRO, M.S.W., <i>Associate Professor of Social Work</i>
LECTURERS:	MARTHA RICHMOND FOWLKES, M.A. RICHARD ALLEN HENRY, M.A. GERALD FRANKLIN HYMAN, A.M.

The prerequisite for all courses in Sociology is 101a or 101b, or permission of the instructor, unless otherwise indicated. Intermediate courses in Anthropology are open to all upperclassmen unless otherwise indicated. Freshmen must have permission of the instructor for intermediate courses.

Students planning to major or to enter the honors program in the department are advised to take courses in one or more of the following fields: economics, government, history, philosophy, and psychology.

Students who plan to enter the field of social work should consult Mrs Shapiro.

- 101a *Introduction to Sociology.* The course is sectioned into small colloquia after its first meeting. During the first five weeks of the semester, all sections will deal with basic analytical material on society, culture, and the individual. During the remainder of the course, each colloquium will focus on one topic from among the following: class, ethnicity, bureaucracy, religion, education, family, sex roles, and deviant behavior. The initial meeting for all students enrolled is the first M 10-11:50. Section assignments are made the following day and individual colloquia meet subsequently on M 10-11:50 or M 3-4:50 and an additional hour to be arranged. Members of the Department. Mr Glazer (*Director*).
- 101b A repetition of 101a. The initial meeting for all students enrolled is the first M 10-11:50. Section assignments are made the following day and individual colloquia meet subsequently on M 10-11:50 or M 3-4:50 and an additional hour to be arranged. Members of the Department. Mr Glazer (*Director*).
- 130a *Social Anthropology.* The conceptual and methodological premises of anthropology. The nature of culture. Factors in uniformity and variation in economic, political, social, and ideological systems. Problems of integration and change. M 10-11:50, T 10, Mr Hyman; Th 11-12:50, F 12, Mrs Hopkins.
- 130b A repetition of 130a. M 10-11:50, T 10. Mr Hyman.

SOCIOLOGY & ANTHROPOLOGY

GENERAL COURSES

- SOCIAL SCIENCE 190a *Introduction to Statistics for Social Scientists*. The fundamental problems in collecting, summarizing, and interpreting empirical data, with attention to basic descriptive statistics, elementary probability, the concept of a sampling distribution and its role in statistical inference, association and correlation. Two class hours and one two-hour laboratory. Lec. M 12, W 11; lab. T 11-12:50. Miss Jusenius (Economics).
- 201a *Methods of Social Research*. The logic and methods of social research and research techniques; their application to a specific project of current interest. Limited to twenty students. T 3-4:50 and an additional hour to be arranged. Mr Glazer.
- 210a *Selected Sociological Theories*. Critical analysis and application of sociological theories focused chiefly on the work of Comte, Marx, Durkheim, Simmel, and Weber. M T 2, W 3. Mr Chinoy.
- [214b *Population Problems and Policies*. The crucial role of population in current world developments. Trends and significance of basic factors: births, deaths, and migration. Population quality. Comparative survey of the population situation and policies in important areas of the world. To be offered in 1973-74. Mr Mair (Economics).]
- 301a, 301b *Special Studies*. By permission of the department for senior majors in the department.
- [302a *Culture and Character*. The cultural background of personality and the interaction of individuals and society. Enrollment limited to eighteen students; preference given to seniors.]
- 308a *Seminar in Sociology of Knowledge*. Social determinants of thought, knowledge, and idea systems, and their reciprocal effect upon social conditions. The role of mass media, personal influence, and group affiliations. Examination of substantive topics, especially youth culture and generational conflict, within these contexts. W 7:30.
- 310b *Problems of Scope and Method*. The application of theory and research in contemporary sociology and anthropology. For seniors majoring in the department. W 7:30. Mr Rose and Members of the Department (Sociology); Mrs Hopkins (Anthropology).
- 311b *Contemporary Sociological Theory*. Selected topics: functionalism, social systems, role theory, reference groups, equilibrium and conflict, the place of values in sociology. Prerequisite: 210a. Admission by permission of the instructor. W 7:30.

SOCIOLOGY & ANTHROPOLOGY

[HISTORY AND SOCIAL SCIENCE 395b. *Interdepartmental Seminar in Economics, Government, History, and Sociology.*]

450, 450a, 450b *Research and Thesis.*

451a, 451b *Special Studies* in such subjects as advanced theory, social organization and disorganization, culture contacts, problems of scientific methodology.

AMERICAN SOCIETY

206b *Social Planning.* Focus on the sociology of poverty with special reference to health, welfare, and mental health. Evaluation of programs, plans, and policies. Admission by permission of the instructor. T 3-4:50 and an additional hour to be arranged. Mrs Fowlkes.

210b *The City.* The nature and origins of cities. Urbanization and metropolitan growth. Characteristics of American cities and their problems. Demography, ecology, and mobility. Neighborhood organization and slums. City planning and renewal. M T 1:40-2:50. Mr Henry.

211a *Social Disorganization.* The concepts of social disorganization, pathology, social problem, conflict, and theories of deviance. Selected topics: crime, delinquency, drug addiction, poverty and alienation. M T 1:40-2:50.

211b *Social Organizations and Deviant Behavior.* Theories of deviance applied to the study of conformity, corruption, and ethical ambiguity in government, business, unions, and the professions. M 12, T 11-12:50. Mr Glazer.

212a *Class Structure in American Society.* Analysis of the American class system with particular emphasis on the nature and role of the middle class. The social and political consequences of economic stratification, status systems, and social mobility. M T 12, W 11. Mr Chinoy.

213a *The Black Community.* The social, cultural, and economic characteristics of black communities in the United States. Examination of family life, education, political organization, pride and protest. M T 1:40-2:50. Mr Henry.

213b *Ethnic Minorities in America.* Social organization of a multi-racial and ethnically diverse society. Cultural and political problems in racial and ethnic relations. Internal organization of minorities in different settings. Th 11-12:50, F 12. Mr Rose.

216a *Social Work in the American Community.* An examination of social work and other helping professions. Reciprocal roles, expectations, and behavior of professionals and clients. Field observations by students in welfare agencies, mental health clinics, and hospital settings. Parallel readings in casework, group work, and community organization. T 11-12:50, W 11. Mrs Shapiro.

SOCIOLOGY & ANTHROPOLOGY

- 304b *Seminar in Deviant Behavior.* Theories of social deviance and their application to selected social issues. Prerequisite: 211a. T 3-5. Mr Henry.
- 305a *Seminar in Subcultures and Social Movements.* Topic for 1972-73: The Outsiders. Examination of protest groups and counter-cultural lifestyles. Individual research projects. M 7:30. Mr Glazer.
- [307b *Race, Class and Occupation (seminar).* The implication of race in the occupational structure of the United States. Mr Henry.]

COMPARATIVE SOCIAL STRUCTURE

- 220b *Industrial Society.* Comparative analysis of culture, social structure, and institutions in industrial societies, with material drawn chiefly from Great Britain, the Soviet Union, and the United States. The role of education, science, and the mass media. Bureaucratization and the structure of power and control. Problems of work and leisure. M T 12, W 11. Mr Chinoy.
- 221b *Modernization.* Demographic, economic, social, and political transformations and their consequences in societies undergoing modernization. Implications for culture and personality. Theories of social change and empirical techniques for analyzing change. Case studies from Asia, the Middle East, and Africa. M T 1:40-2:50.
- [223a *Contemporary Latin American Society.* Approaches to the analysis of the role of elites, the middle class, workers, peasants, and intellectuals in Latin America. Study of institutions affecting the role of these groups and their relations to each other. Open to students who have passed a course in the history of Latin America.]
- 224a *Family and Society.* A comparative approach to the study of the family as a social institution. W 7:30. Mr Hyman.
- [255b *Sociology of Religion.* Relation of religious organization and beliefs to social and cultural factors. Major sociological interpretations of religion. Selected problems in primitive and higher religions.]
- 303b *Structure and Change in Modern Society (seminar).* Theories of industrial society; the new class structure, technocratic elites, problems of ideology and culture. Mr Chinoy.
- 322b *Seminar in Revolution and Reaction in Latin America.* Intensive case studies focused on Guatemala, the Dominican Republic, and Cuba. Influence of the United States and other countries on patterns of development. T 3-4:50. Mr Glazer.

SOCIOLOGY & ANTHROPOLOGY

ANTHROPOLOGY

- 230b *Cultural Evolution*. Physiological, social, and environmental foundations of culture. Cultural development from its initial appearance through the rise of primary forms of urbanization and state formation in the Near East. No prerequisite. Th 11-12:50. Mrs Hopkins.
- 231b *Ethnology of Africa*. Survey of the major regional and cultural divisions of Sub-Saharan Africa with intensive analysis of tribes selected to illustrate the range of economic, political, and social institutions, and the relevance of ecological and historical factors. Th 4. Mrs Hopkins.
- 232a *Political Anthropology*. Survey of the major structural variations in pre-industrial political systems. Theories of social control, the nature of law, state formation and expansion, and modern movements of protest. Principal emphasis on Sub-Saharan Africa. Th 4. Mrs Hopkins.
- 233b *Ideology: The Cultural Aspect of Politics*. An attempt to integrate ideology as a cogent variable in the analysis of various political systems. Admission by permission of the instructor. M T 1:40-2:50. Mr Hyman.
- 234a *Social Change in Southeast Asia*. An examination of the social structural bases of change in Southeast Asia with particular emphasis on Malaysia, Singapore and Indonesia. Special concern with the effects of primordial loyalties on national integration and on theories of modernization. M T 1:40-2:50. Mr Hyman.
- [235b *Ritual and Myth*. Selected problems in the anthropology of ritual and myth. Theories and their application to data from specific societies.]
- [236a *Economic Anthropology*. Theories in economic anthropology, with attention to monetary and non-monetary systems. Attempts at the application of economic theory and concepts to non-industrial societies. Special emphasis on economic development in the third world and effects of economics on social structure.]
- 237b *Ethnology of North America*. Intensive analysis of several tribes selected to illustrate the range of social and cultural variation among North American Indians. A consideration of their present problems in terms of the dynamics of the past. Admission by permission of the instructor. M 7:30. Mr Hyman.
- 330a *Seminar on Culture Contact and Change*. The impact of European expansion on tribal societies: factors in the transformation of traditional institutions and values. W 7:30. Mrs Hopkins.

SOCIOLOGY & ANTHROPOLOGY

THE MAJOR

Advisers. In Sociology: Mr Chinoy, Mr Glazer, Mr Henry, Mr Rose (second semester).

In Anthropology: Mrs Hopkins, Mr Hyman.

Based on 101a or b in Sociology; 130a or b in Anthropology.

Requirements: Ten semester courses above the basis: 210a, 310b (Sociology students may elect to take 311b instead of 310b), at least six other semester courses in the department of which at least four are in the field of the student's concentration; the remaining two courses may be taken in the department or in related departments.

An examination of competence. Options: an assigned paper to be written during the second semester of the senior year or an examination at the end of the senior year.

Majors may spend the junior year abroad if they meet the College requirements. Students planning to major in the department and spend the junior year abroad should take at least one, preferably two, semester courses in the major during the sophomore year.

Adviser of graduate study: Mr Chinoy.

HONORS

Director: Mr Glazer.

Based on 101a or b in Sociology; 130a or b in Anthropology.

Requirements:

1. A total of eight courses, above the basis, including:
 - a. 210a and 311b,
 - b. Special Studies taken during the junior year in some area of special interest in preparation for the long paper,
 - c. Special Studies taken during the senior year designed to integrate the work in the major.
2. A long paper counting for two semesters' credit in the first semester of the senior year or divided between the two semesters of the senior year.
3. A comprehensive examination.

THEATRE AND SPEECH

PROFESSOR:	DENTON MCCOY SNYDER, M.A.
ASSOCIATE PROFESSORS:	WILLIAM EDWARD HATCH, M.A., <i>Chairman</i> CHARLOTTE HACKSTAFF FITCH, A.M. †ROSALIND SHAFFER DEMILLE, M.A. HELEN KRICH CHINOY, PH.D.
ASSISTANT PROFESSORS:	LEONARD BERKMAN, D.F.A. SUSAN KAY WALTNER, M.S. JEFFREY R. MILET, M.F.A.
INSTRUCTORS:	RICHARD ARAM KESHISHIAN, M.F.A. THOMAS ELDER, M.F.A. CIGDEM T. AKKURT, M.A.

THEATRE

- 111a *Introduction to Theatre.* Analysis of the theatrical experience and of the contributions of the participants in the performance of drama throughout the major theatrical periods. Attendance required at selected performances. M 10-11:50, T 10. Mr Snyder, Miss Fitch, Miss Waltner, Mr Berkman (*Director*).

HISTORY, LITERATURE, CRITICISM

- 211a *History of Theatre and Drama.* The development of theatre and drama in England from the Elizabethan period to the present day with special emphasis on the history of Shakesperian production and interpretation. The theatre and drama from earlier periods (Grecian, Roman, etc.) will be considered as historical antecedents to the Elizabethan period. W Th 10, F 10-11:50. Mrs Chinoy.
- 211b *History of Theatre and Drama.* The development of theatre and drama on the European continent during the late seventeenth, the eighteenth and early nineteenth centuries. W Th 10, F 10-11:50. Mrs Chinoy.
- 212a *Modern European Drama.* The plays, theatres, and playwrights of the late nineteenth and early twentieth centuries in Europe. From Ibsen and Chekhov to the widespread experimentation of the 1920s. The playwrights to be considered will include: Witkiewicz, Pirandello, Ghelderode, Brecht. Attendance required at selected performances. Enrollment limited to 90 students. M T W 9. Mr Berkman.
- 212b *Modern European Drama.* Contemporary theatre in Europe from the 1930's to the present. The playwrights to be considered will include: Anouilh,

THEATRE & SPEECH

- Genet, Beckett, Pinter, Weiss, Mrozek, and Handke. Attendance required at selected performances. Enrollment limited to 90 students. M T W 9. Mr Berkman.
- 213b *American Theatre and Drama*. Evolution of an American style in theatre art and development of American drama, especially from 1914 to the present. O'Neill to Albee and the Off-off Broadway playwrights. Attendance required at selected performances. W Th F 12. Mrs Chinoy.
- 214b *Black Theatre*. A study of the black experience as it has found expression in the theatre. Emphasis on the black playwrights, performers, and theatres of the 1950s and 1960s. M 10-11:50. Mr Berkman.
- 310a *Seminar: History and Theories of Acting*. An analysis of the major schools of acting, their history and development, with a comparison of theories and techniques. No performance required. Hours to be arranged. Mrs Chinoy.
- 311a *Seminar: Theatre Criticism*. Professional playgoing; the grounds of theatrical judgment; selected theories and theorists dealing with dramatic literature and the theatre arts. Hours to be arranged. Mrs Chinoy.
- 312a *Masters and Movements in the Theatre*. Topic for 1972-73. Arrabal and the post-Civil War Spanish New Wave. A study of theatrical response to intense political censorship, focusing on the development of dramatic fable in the works of Arrabal and his contemporaries. Other playwrights whose work will be examined include: Sastre, Buero-Vallejo, Casona, Alberti, Bellido, Rubio, Martinez, and Ruibal. Enrollment limited to twenty students. Permission of instructor. F 10-11:50. Mr Berkman.
- 312b *Seminar: Masters and Movements in the Theatre*. Topic to be announced. Admission by permission of the instructor. Hours to be arranged. Mrs Chinoy.

THEORY AND PERFORMANCE

In the following section: *L* indicates enrollment is limited to sixteen students and *P* indicates permission of the instructor is required.

- 241a *Acting*. Games and improvisations based on idea and incident leading to improvisations based on material from literature. *L* and *P*. Audition required at a date to be announced. W 12, Th 11-12:50, F 12.
- 241b A repetition of 241a. *L* and *P*. Audition required at a date to be announced. W 12, Th 11-12:50, F 12.
- 242a *Acting*. Exercises. Scenes from plays. Application of exercises and improvisations to the performance of scenes. Prerequisite: 241a or 241b. *L* and *P*. M 12, T 11-12:50, W 11.

THEATRE & SPEECH

- 242b A repetition of 242a. *L* and *P*. M 12, T 11-12:50, W 11.
- 251b *Stagecraft*. A study of general structural features of theatres that bear on the problems of mounting plays and the fundamental techniques and methods of production. *L* and *P*. M 12, T 11-12:50, W 11. Mr Elder.
- 252a *Scene Design I*. A study of pictorial organization for the support of action and characterization in the production of plays with emphasis on designing the space and the decor. *L* and *P*. M T Th 2. Mr Hatch.
- 253a *Stage Lighting*. The design of stage lighting and application of the principles of light, color, illumination, and electricity to the stage. Production work required. *L* and *P*. M 12, T 11-12:50, W 11. Mr Milet.
- 261a, 261b *Writing for the Theatre*. The means and methods of the playwright and the writer for television and the cinema. Analysis of the structure and dialogue of a few selected plays. Exercises in writing for various media. Plays by students will be considered for production. *L* and *P*. T 11-12:50. Mr Berkman.
- 341a *Directing*. The study and application of directorial techniques. *L* and *P*. W 12, Th 11-12:50, F 12. Mr Snyder.
- 341b *Directing*. Directorial analysis of plays projected through stage movement and business; independent projects. *L* and *P*. W 12, Th 11-12:50, F 12. Mr Snyder.
- 342a *Acting*. Serious scenes; comic scenes. Exercises, improvisations; and games applied to the solution of specific problems in acting. Prerequisites: 241 and 242 and *P*. M T 3-5.
- 343b *Acting*. Realistic scenes; style in scenes. Prerequisites: 241 and 242 and *P*. M T 3-5.
- 352b *Scene Design II*. An advanced study of the subjects described in 252a. Prerequisite: 252a or *P*. M T Th 2. Mr Hatch.

SPEECH

- 131a *Communication Theory and Practice*. Projects in various forms of oral communication. The historical, physiological and phonetic bases of speech. Intensive work on the individual speaking voice and communication skills. Individual conferences and recordings. M T W 9. Miss Fitch.
- 131b A repetition of 131a. M 10-11:50, T 10. Miss Fitch.

THEATRE & SPEECH

- 231a *Voice Training*. A laboratory course adapted to individual voice and articulatory needs. Voice recordings. *One-quarter course credit*. M 12, W 11. Miss Fitch.
- 231b A repetition of 231a. M 12, W 11. Miss Fitch.
- 232b *Oral Interpretation of Literature*. Principles and techniques of oral interpretation. Study and oral presentation of selected literary forms. Recommended background: 131a or b. M T W 9. Miss Fitch.
- 235a *Reader's Theatre*. Theory and techniques of play reading as an art form. Study and presentation of selected plays from world drama. Recommended background: one semester of Speech, preferably 232b. T 3-4:50, Th 3. Miss Fitch.
- 331a *Speech for the Classroom Teacher*. The development of speech in the child, problems of defective speech, speech arts in the classroom, and the speech of the teacher. Voice recordings. M 3-5 and an additional hour to be arranged. Miss Fitch.
- 332b *Oral Interpretation of Children's Literature*. A critical study of children's literature. The techniques of its oral interpretation. Practical experience in story-telling, reading aloud, and other forms of classroom presentation. Individual voice and speech practice. Sophomores admitted by permission only. M 3-5 and an additional hour to be arranged. Miss Fitch.

DANCE

In the following section: *L* indicates enrollment is limited to sixteen students and *P* indicates permission of the instructor is required.

- 122a *Improvisational Dance*. Designed to introduce the student to techniques of movement exploration and to relate dance to other areas of life, particularly to the individual student's major field of interest. F 10-11:50 and two studio hours. *L* and *P*. Miss Waltner (*Director*). Members of the Department.
- 122b A repetition of 122a. *L* and *P*. F 10-11:50 and two studio hours to be arranged. Miss Waltner (*Director*). Members of the Department.
- 221a *Dance Composition and Choreography*. Beginning principles of composition, including exploration of space, shape and dynamics; basic forms: two part, three part, theme and variations, and rhythmic studies. Prerequisite: 122a or b. *L* and *P*. T 3-4:50, Th 3. Mrs Jansen.

THEATRE & SPEECH

- 221b *Choreography and Production*. Further work in choreography with study of methods of production. Prerequisite: 221a or P. T 3-4:50, Th 3. Mrs Jansen.
- 222a *History of Dance*. Primitive, archaic, classic, medieval, Renaissance forms; investigating the scope and uses of dance in these periods as instruments of education, healing, religion, and politics. W 12, Th 11-12:50. Miss Waltner.
- 222b *History of Dance*. Spanish, ballroom, modern, contemporary, and avant-garde dancers and forms as expressive of social developments since the Renaissance. No performance required. W F 1:40-2:50. Miss Waltner.
- [321a *Advanced Studies in Dance*. Comparative American modern dance philosophies. Lectures, discussions, concerts and classes in various modern dance approaches. P. Th 7-10. Miss Waltner.]
- 321b *Advanced Studies in Dance*. Advanced improvisation and experimental choreography. P. M 7-10. Miss Waltner.
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- 301a, 301b *Special Studies*. For qualified juniors and seniors. Admission by permission of the instructor and the Chairman of the Department.

GRADUATE

Adviser: Miss Fitch.

- 400a, 400b *Research and Thesis/Production Project*. (May be taken for double credit with permission of the department.)
- 401a, 401b *Special Studies*.

By permission of the instructor and Chairman of the department, the following graduate courses are open to qualified senior majors.

- 412a *Advanced Studies in Acting, Speech, and Movement*. Performance techniques of period plays. Placement in voice and movement laboratories. Prerequisite: 342b. T 10-11:50, W 2-4, F 10-11:50. Mr Snyder.

THEATRE & SPEECH

- 412b *Advanced Studies in Acting, Speech, and Movement.* Independent scene work and performance. Audition practice. Placement in voice and movement laboratories. Prerequisite: 342a or 412a. Hours to be arranged. Mr Snyder.
- 413a, 413b *Advanced Studies in Design.*
- I. Scene Design. W 10, F 10-11:50. Mr Hatch.
 - II. Lighting Design. M T 10-11. Mr Milet.
 - III. Costume: Design and cutting. T 3-5, Th 3. Mr Keshishian.
 - IV. Technical Production. Th 10-12:50. Mr Milet.
- 414a, 414b *Advanced Studies in Directing.* Techniques and practice directing for stage (proscenium, in-the-round, and free space). Comparison with techniques of directing for film. L and P. F 2-6. Mr Snyder.
- 415a, 415b *Advanced Studies in Dramatic Literature, History, Criticism, and Playwriting.*

THE MAJOR

Advisers: Members of the Department.

Basis: 111a and one other semester of an introductory or intermediate course in the department. Either 211a or 211b may be substituted for 111a by permission of the department.

Requirements: Ten semester courses in addition to the basis. Students will arrange programs in consultation with advisers to fulfill requirements for a general theatre major or a major with special emphasis. The areas of emphasis and specific courses required within the ten are:

A. General Theatre

The program should include at least one course in each of the following areas: history, dramatic literature, criticism, acting, technical theatre, directing, and speech.

B. History, Dramatic Literature, Criticism

211a, b; 212a, b; 213b or 214b; 341a.

C. Acting

212a or b; 231a or b; 241a or b; 242a or b; 342a; 343b; 341a or b; and one additional course in Speech. Also, Physical Education 10, 20, 30 or 40 each semester (not for academic credit).

D. Design

212a; 251a; 252a and 235a taken concurrently; 253a; 341a; 352b.

E. Directing

211a or b; 212a or b; 241a or b; 242a or b; 252a; 253a; 341a and b.

F. Playwriting

212a and b; 213b or 214b; 261a and b; 341a.

G. Speech

131a or b; 232b; 235a; 241a or b; 331a or 332b.

H. Dance

122a or b; 221a and b; 222a and b; 321a and b; three additional theatre courses (excluding dance courses) selected with the approval of the adviser; and Music 100a. Also, Physical Education 10, 20, 30 or 40 each semester (4 hours per week, not for academic credit).

Competence requirement: A long paper or a written report on a project. Topics for the paper or report must be worked out with an adviser and filed with the department no later than October 20. A board will give final approval of topics and will evaluate the completed work. All papers and reports must be completed and submitted to the department no later than April 16.

or

A written examination based on the major field of concentration. This examination will be given in the second semester of the senior year. Election of the examination must be filed with the department no later than October 20.

On the first and third Thursdays of each month, the hours from 4 to 6 will be used for a required meeting of the faculty, graduate students and majors of the department.

HONORS

Director: Mrs Chinoy.

Requirements for the degree with honors:

1. Fulfillment of the general requirements of the major. These, listed above, should be taken as early as possible to allow for seminars and independent study in the department and in approved related departments during the Junior and Senior years.
2. Completion of an honors project, usually equivalent to two semester courses, to be submitted at the end of the first semester or not later than April 15 of the Senior year. This project may take the form of either a long paper in the literature, aesthetics, or history of any of the theatre arts *or* a creative work in acting, dance, design, direction, playwriting, speech, or stagecraft.
3. Two examinations: a general examination in the theatre arts, and an oral examination in the general field of the student's honors project.

OTHER COURSE OFFERINGS

CHINESE 111 *Modern Chinese (elementary)*. An introduction to Chinese sounds, to basic language patterns of spoken Chinese, and to the recognition of Chinese characters. M 3-4:50, Th 4-5:50, and two laboratory hours to be arranged. Mr Kung.

CHINESE 212 *Modern Chinese (intermediate)*. Conversational Chinese and reading of modern Chinese writings, additional sentence patterns and characters and their combinations. Prerequisite: 111. T 3-4:50, Th 3 and two laboratory hours. Mr Kung.

CHINESE 322 *Modern Chinese (advanced)*. Advanced study of grammatical structure of Chinese, and readings in modern literary Chinese materials. Prerequisite: 212 or the equivalent. T 10-11:50, Th 11-11:50. Mr Kung.

[CHINESE 333 *Modern Chinese Writings*. Selections from fiction and from documentary and newspaper styles. Prerequisite: 322 or permission of the instructor. Hours to be arranged. Mr Kung.]

[CHINESE 444 *Classical Chinese*.]

GENERAL LITERATURE 291 *A Survey of Selected Literary Masterpieces from Homer to Tolstoy*. Lec. W 3; sect. M T W 9; M T W 10; WF 1:40-2:50; W Th F 9. Mr Connelly (*Director*, first semester); Mrs Banerjee (*Director*, second semester); Miss Kern, Mr Dimock, Mr Young, Mr Petersson, Mr Macdonald.

HISTORY AND SOCIAL SCIENCE 293a, 293b *American Ideas and Institutions*. A study of American life and thought through intensive analysis of four representative generations from the eighteenth to the twentieth century. The adaptation of American values to changing economic, political, and social conditions. Open to freshmen by permission of the instructor. Th 10, F 10-11:50. Mr Fink, Mr Cohn-Haft, first semester; Mr Lawson, second semester.

[HISTORY AND SOCIAL SCIENCE 395b *Interdepartmental Seminar in Economics, Government, History, and Sociology*.]

HISTORY OF SCIENCE 395a *The Concept of Nature from the Pre-Socratics to Newton*. Enrollment limited to twenty students. M T 1:40-2:50, Th 2 at the option of the instructor. Miss Burlingame.

HISTORY OF SCIENCE 396b *Science from Newton to 1900*. The role of the biological and physical sciences in shaping the modern world view. Enrollment limited to twenty students. M T 1:40-2:50, Th 2 at the option of the instructor. Miss Burlingame.

OTHER COURSE OFFERINGS

[HISTORY OF SCIENCE 397b *The Scientific Revolution: 1600-1880 (seminar)*. The influence of theology and philosophy on the history of science. Topics include the role of teleology and natural theology in the development of astronomy, geology, and biology, and the interrelations of science and religion. Miss Burlingame.]

SCIENCE 193a, 193b *Science for the Humanist: Atoms and Galaxies*. First semester: Past and present theories of motion as they apply to objects ranging in size from electrons to galaxies. Included are theories of Aristotle, Ptolemy, Copernicus, Kepler, Galileo, Newton, and Einstein. Second semester: The structure of large (Galactic) and small (atomic and molecular) systems. Theories of light, electricity, and matter as they pertain to ideas about the origin of the universe. The emphasis is on methods used to arrive at classical and modern theories. Four lecture-demonstrations and one discussion. W Th 10, F 10-11:50. Mr Josephs, *Director* (Physics), Miss Bossert (Chemistry), Miss Seitter (Astronomy).

SOCIAL SCIENCE 190a *Introduction to Statistics for Social Scientists*. The fundamental problems in collecting, summarizing, and interpreting empirical data, with attention to basic descriptive statistics, elementary probability, the concept of a sampling distribution and its role in statistical inference, association and correlation. Two class hours and one two-hour laboratory. Lec. M 12, W 11; lab. T 11-12:50. Miss Jusenius (Economics).

HISTORY OF SMITH COLLEGE

Smith College began in the conscience of a New England woman. The sum of money with which the first land was bought, the first buildings erected, and the foundations of the endowment laid was the bequest of Sophia Smith who, finding herself at the age of sixty-five the sole inheritor of a large fortune, left it for the founding of a college for women because after much perplexity, deliberation, and advice, she had concluded that in this way she could best fulfill a moral obligation.

The advice had its inception in the mind of a New England minister. From John Morton Greene, Sophia Smith received suggestions which she pondered and discussed, and from among which she finally accepted that which we must acclaim as the wisest and most beneficent. The idea that Mr. Greene presented and Sophia Smith adopted is clearly expressed in a passage in Sophia Smith's will that must be regarded as their joint production, drafted by him, amended and approved by her. The language is as follows:

I hereby make the following provisions for the establishment and maintenance of an Institution for the higher education of young women, with the design to furnish for my own sex means and facilities for education equal to those which are afforded now in our Colleges to young men.

It is my opinion that by the higher and more thorough Christian education of women, what are called their "wrongs" will be redressed, their wages adjusted, their weight of influence in reforming the evils of society will be greatly increased, as teachers, as writers, as mothers, as members of society, their power for good will be incalculably enlarged.

Later, after enumerating the subjects which still form a vital part of the curriculum of the College, she adds: "And in such other studies as coming times may develop or demand for the education of women and the progress of the race, I would have the education suited to the mental and physical wants of woman. It is not my design to render my sex any the less feminine, but to develop as fully as may be the powers of womanhood, and furnish women with the means of usefulness, happiness and honor, now withheld from them." She further directed that "without giving preference to any sect or denomination, all the education and all the discipline shall be pervaded by the Spirit of Evangelical Christian Religion."

When one considers what would today be regarded as the somewhat narrow and puritanical type of culture in which the authors of these sentences were living, one cannot fail to be impressed by their wisdom, liberality, and farsightedness. The general terms in which the purposes of women's education are defined are perfectly valid today. Provision is made for change of outlook and development in the scope of education. While the fundamentally religious interest of the founder is stressed, the College is kept clear of entanglement with institutional Christianity.

HISTORY OF SMITH COLLEGE

I

It is one thing to state an ideal and give a commission, it is another to carry them out. Laenus Clark Seelye in 1873 undertook the presidency of the new college, and in 1875 Smith College was opened with fourteen students. His inaugural address laid down the main lines of educational policy on which the new college was to run, and again it is amazing to note how little these have to be modified to describe the College of today. There is the same high standard of admission, matching that of the best colleges for men, the same breadth in the curriculum, the same interest in literature, art, music, and what are now classed as the natural and social sciences. What we are less likely to note is the faith needed to establish these standards and to stick to them in an atmosphere of skepticism and ridicule.

For thirty-five years President Seelye carried the College forward. Its assets grew from the original bequest of about \$400,000 to over \$3,000,000; its faculty from half a dozen to one hundred twenty-two; its student body from fourteen to 1635; its buildings from three to thirty-five. These figures are a testimony to his remarkable financial and administrative ability, yet they are chiefly important as symbols of a greater achievement. With few educational theories—none of them revolutionary—he had set going a process for the molding of the minds and spirits of young women, had supervised the process for a generation, and had stamped upon several thousand graduates the mark of his own ideals and his own integrity.

II

It is hard to follow the king, and the problem which faced President Seelye's successor was no easy one. The growth of the College had acquired a strong momentum, and numbers increased of themselves; Marion Le Roy Burton's task was to perfect the organization for taking care of these numbers. This meant the modernizing of the business methods of the administration, the improvement of the ratio of instructors to students, the raising of salaries to retain and improve the staff, the providing of more adequate equipment, and the revision of the curriculum. The seven years of his service saw the further growth of the College to over 1900 students, the increase of its assets by over \$1,000,000, and substantial progress in educational efficiency. The business reorganization was well begun when in 1917 President Burton accepted the presidency of the University of Minnesota.

III

Now one of the largest women's colleges in the world, Smith College faced problems which it shared with both colleges and universities. President William Allan Neilson set about to develop all the advantages which only a large institution can offer, and at the same time to avoid any disadvantages which might be inherent in the size of the institution. While the number of instructors was constantly increased, the number of students was held to approximately two thousand. With the construction of further dormitories, each one of them housing sixty or seventy students

HISTORY OF SMITH COLLEGE

in accordance with the original "cottage plan" of the founders, it became possible for all students to live "on campus." An expanded administrative system provided a separate Dean for each college class, a staff of five resident physicians, and a Director of Vocational Guidance and Placement. In addition, the curriculum was revised under President Neilson's guidance in order to provide a pattern still familiar in institutions throughout the country: a broad general foundation in various fields of knowledge followed by a more intensive study of a major subject.

There were other innovations. The School for Social Work resulted from a suggestion that the College give training in psychiatric social work and thus serve in the rehabilitation of veterans of World War I. The Smith College Day School and the Elisabeth Morrow Morgan Nursery School gave students in education a field for observation and practice teaching. The Junior Years Abroad, Special Honors programs, and interdepartmental majors in science, landscape architecture, and theatre added variety and excitement to the course of study.

Yet the great contribution of President Neilson's long administration did not lie in any of these achievements or in their sum. In his time Smith College came to be recognized in America and abroad not only as a reputable member of the academic community but as one of the leading colleges of this country, whether for men or women. Its position in the front rank was established. Its size, its vigor, the distinction of its faculty, and the ability of its alumnae were factors in this recognition; but a certain statesmanlike quality in its President had much to do with bringing it to the fore whenever academic problems were under discussion. Whenever Mr. Neilson went, his ability to penetrate to the heart of a question helped to clarify thinking, dissipate prejudice, and foster agreement; and the College rose with him in the estimation of the educational world and of the country.

IV

The fourth administration of Smith College began, like the third, in a time of international conflict, under the cloud of wars and rumors of wars. President Neilson retired at the end of the academic year 1938-39; during the interregnum Elisabeth Cutter Morrow served her college as Acting President and earned its deep gratitude. At the opening of the year 1940-41, President Herbert Davis, formerly Professor of English at the University of Toronto and at Cornell University, took office.

The college went into year-round session in order to allow for acceleration on an optional basis; members of the faculty and staff were called into many fields of government service. The Navy Department invited Smith College to provide facilities for the first Officers' Training Unit of the Women's Reserve, and between August, 1942, and the closing of the school in January, 1945, more than ninety-five hundred women received their commissions.

After the war, the College returned to its regular calendar, and a revised curriculum proposed by a Faculty Committee was adopted. Much-needed building projects were carried out. Among them was a new heating plant and the establishment

HISTORY OF SMITH COLLEGE

of a student recreation hall which, at the request of the students, was named Davis Center in honor of their president, shortly before he left in June, 1949 to accept a post at Oxford University.

V

The anniversary year 1949-50 opened under President Benjamin Fletcher Wright, formerly Professor of Government at Harvard University and Chairman of that University's Committee on General Education. The Inauguration of the President and the Convocation in honor of the seventy-fifth year, held jointly on the 19th and 20th of October, were marked in word and spirit by recognition not only of the brilliant record of the past but of a great responsibility toward the future. "Our legacy is not narrow and confining," said Mr. Wright. "The founders of this College faced their own times with courage, and they had confidence that later generations would advance their work. We shall be faithful to that trust only if we carry on our heritage in their spirit." At the end of the year this confidence was notably demonstrated in the successful completion of the Seven Million Dollar Fund representing four years of devoted effort on the part of alumnae, students, and friends of the College.

Among the achievements of President Wright's administration were the introduction of interdepartmental courses and the expansion of the honors program. In spite of increasing financial burdens the economic situation of the College was improved, faculty salaries were increased, and the College received a large gift to be used for a new faculty office and class room building to be named in the President's honor. After ten years in office, Mr. Wright resigned in order to resume teaching and research in the field of constitutional law.

VI

The sixth administration of the College was assumed in the fall of 1959 by Professor Thomas Corwin Mendenhall, who came to Smith College from the Department of History at Yale University where his most recent administrative posts had been Master of Berkeley College and Director of the Master of Arts in Teaching Program.

In President Mendenhall's administration, the curriculum has once again been re-examined and revised to adjust it to the changing needs of an increasingly well-prepared student body. Emphasis has been placed on the interests and capacities of the individual student. Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts have broadened their previously established Five College Cooperation to make available to their students and faculties a variety of jointly sponsored facilities and opportunities (see p. 42). The William Allan Neilson Library has been expanded and renovated; the newly constructed Clark Science Center now provides the College with modern facilities for teaching and research in the sciences; a Center for the Performing Arts unites a new theatre and studios for work in theatrical production and the dance with the Werner Josten Library of the adjoining Department of Music; and the Fine Arts Center furnishes new quarters

HISTORY OF SMITH COLLEGE

for the Museum of Art, the Art Library, and both the history and the studio teaching programs of the Department of Art.

The growth of Smith College is evident enough in the contrast between the small beginnings and the present achievement: between the original corner lot of thirteen acres and a campus of 400 acres, including the astronomy observatory site in Whately; between Sophia Smith's legacy of \$400,000 and total assets of \$131,480,590, between the first class of fourteen and the 1971-72 enrollment of 2,550; between the eleven graduates of 1879 and an alumnae roster of 35,281. Expansion has meant no change in the ideals set for the College by the founders and carried on by all the great company who have loved and worked for Smith College. By putting quality first, by coveting the best, by cherishing the values for which the College has always stood, those who serve it now are united in devotion and in commitment with all who have served it in the past. It is this corporate loyalty which has always been, and will continue to be, the abiding strength of Smith College.

THE WILLIAM ALLAN NEILSON CHAIR OF RESEARCH

The William Allan Neilson Professorship, commemorating President Neilson's profound concern for scholarship and research, has been held by the following distinguished scholars:

KURT KOFFKA, PH.D. *Psychology*. 1927-32.

G. ANTONIO BORGESE, PH.D. *Comparative Literature*. 1932-35.

SIR HERBERT J. C. GRIERSON, M.A., LL.D., LITT.D. *English*. Second semester, 1937-38.

ALFRED EINSTEIN, DR. PHIL. *Music*. First semester, 1939-40; 1949-50.

GEORGE EDWARD MOORE, D.LITT., LL.D. *Philosophy*. First semester, 1940-41.

KARL KELCHNER DARROW, PH.D. *Physics*. Second semester, 1940-41.

CARL LOTUS BECKER, PH.D., LITT.D. *History*. Second semester, 1941-42.

ALBERT F. BLAKESLEE, PH.D., SC.D. (HON.) *Botany*. 1942-43.

EDGAR WIND, PH.D. *Art*. 1944-48.

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- DAVID NICHOL SMITH, M.A., D.LITT. (HON.), LL.D. *English*. First semester, 1946-47.
- DAVID MITRANY, PH.D., D.SC. *International Relations*. Second semester, 1950-51.
- PIETER GEYL, LITT.D. *History*. Second semester, 1951-52.
- WYSTAN HUGH AUDEN, B.A. *English*. Second semester, 1952-53.
- ALFRED KAZIN, M.A. *English*. 1954-55.
- HARLOW SHAPLEY, PH.D., LL.D., SC.D., LITT.D., DR. (HON.) *Astronomy*. First semester, 1956-57.
- PHILIP ELLIS WHEELWRIGHT, PH.D. *Philosophy*. Second semester, 1957-58.
- KARL LEHMANN, PH.D. *Art*. Second semester, 1958-59.
- ALVIN HARVEY HANSEN, PH.D., LL.D. *Economics*. Second semester, 1959-60.
- PHILIPPE EMMANUEL LE CORBEILLER, DR.-ÈS-SC. A.M. (HON.) *Physics*. First semester, 1960-61.
- EUDORA WELTY, B.A., LITT.D. *English*. Second semester, 1961-62.
- DÉNES BARTHA, PH.D. *Music*. Second semester, 1963-64.
- DIETRICH GERHARD, PH.D. *History*. First semester, 1967-68.
- LOUIS FREDERICK FIESER, PH.D., SC.D. (HON.), D.PHARM. (HON.) *Chemistry*. Second semester, 1967-68.
- WOLFGANG STECHOW, DR.PHIL., L.H.D., D.F.A. (HON.). *Art*. Second semester, 1968-69.
- ROBERT A. NISBET, PH.D. *Sociology and Anthropology*. First semester, 1971-72.

GENERAL INFORMATION

Community life and interests are an integral part of the education offered by Smith College. A large number of student organizations—of a civic, cultural, athletic, religious, political, social, pre-professional, or service nature—have the lively support of interested members of the student body to whom they give valuable experience. For some of these activities, such as the largely autonomous student government and the various campus publications, the students themselves are almost wholly responsible; for others, such as the formal musical activities, faculty direction is provided.

Life on the campus is also enriched by an extensive program of lectures and concerts which bring to the College distinguished speakers and musicians from this country and abroad. Additional lectures, concerts, recitals, plays, films, exhibitions, and panels by both the faculty and the students make for a full and varied calendar.

Faculty and student legislation relating to residence and attendance is printed in full in *The College Handbook*.

THE HOUSES

The basic unit of the campus community is the college house which in most cases accommodates forty to eighty students representing all four classes. Assignments to houses are made in the order of registration for admission to college. Although most students stay in the same house during their years at Smith, a student may move from one house to another each year and, in limited cases, at midyear. The order of assignment after the freshman year is determined by lot.

Except for a few smaller houses which are grouped together to make a single unit, each college house has its own living room and dining room. Each house which has a dining room has a Head Resident who provides for the welfare of the house members and does certain administrative duties for the house. In some houses there is also a resident member of the faculty. Social regulations governing life in the houses are administered by the Student Government Association. Every student is expected to contribute up to four hours a week of light service to the house in addition to taking care of her own room.

RELIGIOUS LIFE

The College provides opportunity for the development and expression of the religious concerns of all its students. Services of worship in the Protestant, Catholic, and Jewish traditions are held weekly in the Helen Hills Chapel.

The Bodman Religious Center, downstairs in the Chapel, includes a lounge and an extensive collection of books and periodicals of religious interest. It is also the headquarters for the student religious groups, the Service Organization of Smith (SOS), and three of the College choral organizations. The Protestant Christian

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Association, the B'nai B'rith Hillel Foundation, the Newman Association, and other groups meet in the Chapel Lounge, where they plan and present varied programs of worship, study, and social action. These groups, together with SOS, also encourage students to take advantage of some of the many opportunities available for community service in Northampton and environs, and for summer service in the United States and abroad.

Other student religious groups are encouraged to meet in the Chapel and to use its facilities for their programs. Area churches, synagogues, and other religious communities also make a special effort to welcome students to their services and programs. Thus the opportunity is provided for students of all faiths to strengthen and give expression to their own convictions and to gain an understanding and appreciation of other traditions.

The Chaplain, Associate Chaplain, SOS Coordinator, and Director of Choirs all have offices in the Chapel. The Chaplains are regularly available for religious and personal counseling.

HEALTH

The Health Service is directed by the College Physician assisted by a medical staff of three other full-time physicians, one half-time physician, and one part-time psychiatrist. The services of specialists are readily available in Northampton and Springfield for consultation in cases of unusual or serious illness. The Student Counseling Service, headed by the psychiatrist and staffed by two full-time counselors, provides confidential counseling for students who are concerned about personal problems. As part of its emphasis on preventive medicine, the Health Service also exercises supervision of the health of all of the college service employees.

The Elizabeth Mason Infirmary with a capacity of sixty-seven beds is a modern hospital fully accredited by the Joint Commission on Hospital Accreditation. In addition to administrative personnel, its staff includes both a laboratory and an X-ray technician, a dietary supervisor, and eighteen registered nurses employed full or part time. The ground floor of the Infirmary houses the outpatient offices of the medical staff. The Counseling Service has offices on the first floor in the East Wing.

The College has its own insurance plan, underwritten by Blue Cross-Blue Shield, which gives the student unusual protection in the special circumstances of a residential college, in addition to protecting her over a twelve-month period whether or not she is in residence at college. Participation in this plan is optional providing the student has protection under another plan and furnishes the Treasurer's Office with the name and address of the insurance carrier and the student's membership number.

The health fee of \$50 pays for outpatient services that include examination and treatment by the college physicians, and the Student Counseling Service. Treat-

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ment includes some medicines, physical therapy in the form of ultra-violet irradiation, supervised exercises when ordered by the orthopedist and heat such as hydrocollator and whirlpool baths, injections for desensitization as requested by a student's own physician and, in addition, most immunizations needed for foreign travel. Some orthopedic appliances, such as crutches, canes, slings, are available on loan.

Complete physical examinations are performed as required for graduate school, employment applications or other special programs.

The college doctors are always available for conference with students.

In the interest of individual and community health, every student is expected to comply with the health regulations which are outlined in *The College Handbook*.

VOCATIONAL COUNSELING AND PLACEMENT

The Vocational Office assists students and alumnae with career planning and also supplies specific information about employment opportunities, permanent and summer. In addition, it provides information concerning postgraduate training, arranges group meetings and discussions about various vocations, and schedules interviews with employers and representatives of graduate schools who visit the campus. Letters of recommendation are collected for undergraduates, seniors, and alumnae from employers, faculty, and members of the administration, and they become part of a cumulative record kept for every student and alumna. These records are on file in the Vocational Office and are available to be sent upon request to prospective employers, graduate schools, and scholarship committees.

BUILDINGS AND GROUNDS

COLLEGE HALL, dedicated in 1875 at President Seelye's inauguration, originally contained all the facilities of the College except for housing. It continues to serve as the main administration building. The tower houses the twenty-three-bell Dorothea Carlile Carillon presented by her family as a memorial to Dorothea Carlile of the Class of 1922. The BUSINESS ADMINISTRATION ANNEX is located at 30 Belmont Avenue.

JOHN M. GREENE HALL, named in honor of the Reverend John M. Greene, Sophia Smith's principal adviser in the founding of the College, is a large auditorium built in 1910 with gifts from John D. Rockefeller and other donors. It seats 2066 with additional seating space on the stage. The four-manual Austin organ of seventy stops, built in 1910, was presented by the Class of 1900 as a memorial to Cornelia Gould Murphy.

THE WILLIAM ALLAN NEILSON LIBRARY, the gift of Andrew Carnegie, alumnae, and friends, was built in 1909 and enlarged in 1937 and again in 1962. In addition to the offices and a major portion of the collection of the Smith College Library, it contains departmental study rooms, carrels for students, and faculty offices.

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The Smith College Library contains 810,000 volumes, this number including those books and pamphlets housed for greater convenience in the libraries of the fine arts, performing arts, and science centers; over 2,500 current periodicals, and 45 daily newspapers. The open-shelf system permits free access to all books.

THE HELEN HILLS CHAPEL, completed in 1955, provides a place for public worship and private meditation. The Clara P. Bodman Religious Center, located in the Chapel, contains a lounge and library, a choir room, offices for the Chaplains and campus religious organizations, and headquarters for campus social service activities. The three-manual Aeolian-Skinner organ of thirty-nine stops, built in 1955, was presented by Mrs. Hills as a memorial to her husband, James Mandley Hills.

PIERCE HALL, built in 1882 as Music Hall, served as the home of the Department of Psychology from 1924 to 1967 and is named in memory of Professor Arthur Henry Pierce of that department. It now contains administrative offices as well as classrooms and faculty offices.

LILLY HALL, given in 1886 by Alfred Theodore Lilly as a Hall of Science, was used for that purpose until the completion of the new Science Center in 1966. It now contains administrative offices, classrooms, and the Afro-American Cultural Center.

SEELYE HALL, given in 1899 by friends of President Seelye, contains twenty-four classrooms, faculty offices, spaces for certain student activities, and the bookstore.

HATFIELD HALL, built in 1877 as Hatfield House and named for the town where Sophia Smith had spent her life, became an academic building in 1926. It provides seminars and classrooms, conversation rooms for the modern languages, and faculty offices.

WRIGHT HALL, completed in 1961 and named for President Wright, contains fifty-five faculty offices, eight seminar rooms, a language laboratory, a social science research center, a conference lounge, and a lecture hall seating 404. TYLER ANNEX and 10 PROSPECT STREET contain an additional 22 faculty offices.

THE CENTER FOR THE PERFORMING ARTS is a quadrangle consisting of Sage Hall, built in 1924, and new buildings completed in 1968, including the Theatre Building, the Berenson Studio, and the Werner Josten Library. The tower, given in memory of Florence Jeffrey Carlile '93, contains a peal of eight bells hung for change ringing.

SAGE HALL, named in honor of Mrs. Russell Sage, contains the classrooms, offices, practice rooms, and listening rooms of the Department of Music. It also has an auditorium seating 743, used for recitals, lectures, and motion pictures, and a small classroom theatre.

THE THEATRE BUILDING includes two theatres and such supporting facilities as a costume studio, a design studio, a sound studio, a television studio with separate

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control room and make-up, dressing, and storage rooms, as well as a scene shop, student lounge, and Green Room. The main theatre, Theatre 14, given in honor of the Class of 1914 by a member of the class, seats 460 and is fully equipped for student use. The Hallie Flanagan Studio Theatre, named in honor of Hallie Flanagan Davis, a former Dean of the College, permits experimentation with a variety of stage presentations through the use of movable seats for a maximum of 200 persons.

THE BERENSON STUDIO, named in memory of Senda Berenson Abbott, the College's first Director of Physical Training, provides accommodations for both individual and class instruction in two dance studios. The larger contains a viewing gallery and equipment for dance demonstrations.

THE WERNER JOSTEN LIBRARY, named in memory of Professor Josten of the Department of Music, houses the collections of the Smith College Library related to the performing arts, including 17,100 books, 41,700 recordings, and 28,100 scores. Rooms for individual and group listening, as well as reading rooms, are provided.

THE CLARK SCIENCE CENTER, given by Mrs. W. Van Alan Clark (Edna McConnell '09) and other donors, comprises a completely renovated Burton Hall and two new buildings, McConnell Hall and Sabin-Reed Hall. The Center meets the most exacting specifications for modern scientific experimentation and equipment. In addition to formal class laboratories, there are areas for graduate and advanced undergraduate research. Each instructor has his own office and laboratory. All departments share the use of an auditorium seating 200, general classrooms and seminar rooms, radiation laboratories, quarters for animals, a machine shop, a stock room, and special equipment.

BURTON HALL, named for President Burton, was built in 1914 and reopened after renovation in 1967. It contains the Department of Psychology, most of the Department of Geology, and the administrative offices of the Clark Science Center.

MCCONNELL HALL, opened in December 1965, was named in memory of David McConnell. It houses the Departments of Astronomy, Mathematics, and Physics, and the large lecture hall.

SABIN-REED HALL, named for Dr. Florence Sabin '93 and Dr. Dorothy Reed Mendenhall '95, was completed in September 1966. It contains the Departments of Chemistry and the Biological Sciences and part of the Department of Geology, as well as the Science Library of 74,000 volumes.

THE LYMAN PLANT HOUSE, given in 1896 in memory of Anne Jean Lyman, includes greenhouses illustrating the vegetation of different climates and spaces for teaching and experimentation in horticulture. Adjoining it is the BOTANIC GARDEN designed for horticultural study, with sections to illustrate plant classification and habits. Arranged about the college grounds are smaller gardens and numerous varieties of native and imported trees and shrubs.

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THE OBSERVATORY, located in West Whately, was completed in 1964. It contains a 16-inch reflecting telescope used for advanced teaching and research. A smaller telescope and other instruments for undergraduate teaching are installed on the roof of McConnell Hall.

THE FINE ARTS CENTER, scheduled for completion in the fall of 1972, provides facilities for the Art Department, the Art Library, and the Museum of Art, grouped about a central sculpture court. These include classrooms and study rooms for art history; teaching studios for architecture, design, drawing, graphics, painting, photography, sculpture, and typography; faculty offices and studios, a shop, student and staff lounges; and a large multi-purpose hall suitable for lectures, exhibitions, and multiple media presentations. The Art Library houses 29,284 volumes, and collections of 53,997 photographs and 105,624 slides. The Museum portion of the Center contains galleries for the permanent collection and special exhibitions, as well as storage areas for paintings and other works of art, a conservation room, offices, a records center, and a conference lounge.

STODDARD HALL, built in 1899 and enlarged in 1918, was named in honor of John Tappan Stoddard, Professor of Physics and of Chemistry.

GILL HALL and FORT HILL HOUSE are used by the Department of Education and Child Study for the Smith College Campus School. Gill Hall, built in 1918 and named for relatives of Bessie T. Capen, was one of five buildings of the former Capen School acquired by the College in 1921 as a bequest of Miss Capen. Enlarged in 1964 by the addition of eight modern classrooms, it contains also the library, art room, music room, science laboratory, and gymnasium of the elementary school. The pre-school is housed at Fort Hill House. MORGAN HALL, named for Elisabeth Morrow Morgan '25, contains offices and classrooms for the department.

THE ALUMNAE GYMNASIUM, given by alumnae and their friends in 1891, includes two bowling alleys and four squash courts in addition to the main floor and offices.

THE SCOTT GYMNASIUM, built in 1924 and named in honor of Colonel Walter Scott, contains a large floor used for volleyball, basketball, and fencing, a room for dance, two smaller gymnasiums for group gymnastics, a graduate student classroom and library, a swimming pool 75' x 23', an undergraduate lounge, and department offices.

THE RECREATION FIELDS, over thirty acres in extent, including the Allen Field, the gift of Frank Gates Allen, and the Athletic Field, afford opportunities for such sports as hockey, soccer, baseball, lacrosse, tennis, archery, volleyball, and practice golf. A short distance away are the RIDING STABLES and INDOOR RIDING RING. The FIELD HOUSE was built in the summer of 1939 with funds given by the Classes of 1938 and 1939, the undergraduates, the Athletic Association, and the Trustees.

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Besides space for storage and dressing rooms, it contains a lounge and kitchenette. The BOATHOUSE and the CREW HOUSE on Paradise Pond, built in 1910-11, have accommodations for canoes, rowboats, sailboats, and eight rowing shells, as well as a large recreation room used principally for dance.

DAVIS STUDENT CENTER, the student recreation building, built in 1898 and acquired under the will of Bessie T. Capen in 1921, contains a food shop and lounge area, TV room, ballroom, and committee rooms for student organizations. It was named by the students in honor of President Davis. CAPEN ANNEX is an adjacent building housing the offices of student publications and other student organizations.

HAMPSHIRE HOUSE, the campus headquarters of students who live at home, includes a large living room with kitchenette, a study room, and dressing facilities.

ELIZABETH MASON INFIRMARY, which commemorates Elizabeth Mason Howland '04, was opened in 1919. With the Florence Gilman Pavilion, added while Smith was host to the Naval Officers' Training School and enlarged in 1950-51, it constitutes an attractive, well-equipped, fire-resistant hospital with a capacity of sixty-eight beds. It is fully accredited by the Joint Commission on Hospital Accreditation. The outpatient offices of the medical staff and the offices of the counseling service are housed in the infirmary building.

THE ALUMNAE HOUSE, presented to the College by the Alumnae Association in 1938, contains offices for the staff of the Association, and a variety of meeting rooms for the use of the alumnae and College, including a conference room seating 225.

THE FACULTY CENTER, given by the members of the Board of Trustees in 1960, includes a dining room, a lounge, and several meeting rooms.

THE PRESIDENT'S HOUSE, built in 1920 on a hillside looking over Paradise Pond toward Mount Tom, is designed to be suitable for official College functions as well as for residential purposes.

THE SERVICES AND STORES BUILDING, built in 1899 and acquired in 1946, contains the offices of the Department of Buildings and Grounds and a variety of shops and storage areas. Nearby are the Central Heating Plant, built in 1947, and the Central Chiller Plant, added in 1967.

THE COLLEGE LAUNDRY, a fully-equipped laundry and dry-cleaning plant, built in 1921, offers its services to members of the College community.

THE COLLEGE HOUSES

The thirty-six residence units provide living accommodations for approximately twenty-three hundred students.

THE OLD CAMPUS: Chapin, Clark, Dewey, Elizabeth Drew, the Hopkins group (three neighboring houses), Hubbard, Lawrence, Morris, 150 Elm Street, Tenney

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(a cooperative house for upperclassmen), Tyler, Washburn, and two houses, Haven and Park, sharing dining facilities with two of the three houses for men on the Twelve College Exchange, Wesley and Park Annex, respectively.

THE CAMPUS NORTHEAST OF ELM STREET: Albright, Baldwin, Capen, Cutter, Dawes (the French House), Gillett, Lamont, Mary Ellen Chase and Eleanor S. Duckett (for seniors), Northrop, Parsons and Parsons Annex, Sessions and Sessions Annex (for men on the Twelve College Exchange), Talbot, Ziskind.

THE QUADRANGLE HOUSES: Comstock, Cushing, Ellen Emerson, Franklin King, Gardiner, Jordan, Laura Scales, Martha Wilson, Morrow, Wilder.

THE GRADUATE HOUSE: 8 Bedford Terrace.

SUMMARY OF ENROLLMENT, 1971-72

	In Residence	Not in Residence
FRESHMAN CLASS (1975)	668	
SOPHOMORE CLASS (1974)	620	14
JUNIOR CLASS (1973)	518	237
SENIOR CLASS (1972)	524	41
TOTALS	2330	292
GRADUATE STUDENTS		
Degree Candidates	126	
Part-time	50	
SPECIAL STUDENTS	1	

SMITH STUDENTS studying in the Junior Year Abroad Programs and students on leave from the College are included in the above totals of students "not in residence."

GUEST STUDENTS on campus included in the above counts: Class of 1972, 17; Class of 1973, 29; Class of 1975, 7.

JUNIOR YEAR ABROAD STUDENTS (Smith/Guests): Paris 25/5; Germany 6/4; Geneva 32/10; Italy 8/7; Elsewhere 22.

FIVE COLLEGE STUDENTS taking courses at Smith College: First semester 289; Second semester 517.

GEOGRAPHICAL DISTRIBUTION OF STUDENTS

UNITED STATES

	Class of 1972	Class of 1973	Class of 1974	Class of 1975	Graduate Students
Alabama	1	8	1	0	0
Arizona	0	0	4	1	0
Arkansas	1	0	1	0	0
California	12	20	19	17	1
Colorado	2	5	5	5	1
Connecticut	58	67	59	65	10
Delaware	4	4	4	6	0
Dist. of Columbia	9	5	8	4	0
Florida	8	13	11	14	0
Georgia	1	6	7	8	0
Hawaii	0	2	2	3	0
Illinois	21	28	19	28	2
Indiana	3	9	6	4	0
Iowa	2	5	2	3	0
Kansas	3	5	1	3	0
Kentucky	6	1	3	2	2
Louisiana	1	4	3	3	0
Maine	3	8	10	7	1
Maryland	17	23	11	30	1
Massachusetts	102	112	109	102	116
Michigan	5	8	6	6	1
Minnesota	7	3	6	8	1
Mississippi	0	0	0	2	0
Missouri	7	8	15	9	0
Montana	0	1	0	2	0
Nebraska	3	1	1	0	0
New Hampshire	12	9	7	11	1
New Jersey	49	43	48	51	5
New Mexico	0	1	0	3	0
New York	87	127	123	139	8
North Carolina	1	5	6	6	1
Ohio	25	23	23	24	4
Oklahoma	3	6	2	3	0
Oregon	0	1	2	1	0
Pennsylvania	37	46	35	28	8
Rhode Island	1	9	6	5	1
South Carolina	0	1	5	0	1
South Dakota	0	1	0	0	0
Tennessee	3	4	3	3	0

GEOGRAPHICAL DISTRIBUTION OF STUDENTS

	Class of 1972	Class of 1973	Class of 1974	Class of 1975	Graduate Students
Texas	6	13	12	14	4
Vermont	9	3	4	5	1
Virginia	16	23	14	13	4
Washington	4	8	3	4	0
West Virginia	2	1	2	1	0
Wisconsin	6	8	5	6	1
Wyoming	0	0	1	2	0

FOREIGN COUNTRIES

	Class of 1972	Class of 1973	Class of 1974	Class of 1975	Graduate Students
Argentina	0	1	0	0	1
Australia	1	0	0	0	0
Bahamas	0	2	0	0	0
Belgium	0	0	1	0	0
Brazil	1	1	0	0	0
Canada	1	1	7	1	1
Canal Zone	0	1	0	0	0
Colombia	1	0	0	0	0
Denmark	0	0	0	0	1
Egypt, U.A.R.	1	0	0	0	0
England	0	3	3	0	0
Ethiopia	0	0	0	1	0
Finland	0	0	0	0	2
France	0	1	0	0	0
Greece	1	0	0	0	0
Holland	0	0	0	0	1
Hong Kong	1	0	1	1	1
India	2	1	1	0	1
Italy	1	0	0	0	0
Japan	1	0	1	0	2
Kenya, East Africa	1	1	0	0	0
Korea	0	0	0	1	0
Lebanon	0	1	0	0	0
Malaysia	0	2	0	1	0
Mexico	0	1	1	1	0

GEOGRAPHICAL DISTRIBUTION OF STUDENTS

	Class of 1972	Class of 1973	Class of 1974	Class of 1975	Graduate Students
New Zealand	0	1	0	0	0
Nigeria	0	0	0	0	1
Puerto Rico	1	0	0	0	0
Philippines	0	1	0	1	0
Singapore	0	0	1	0	0
Sweden	0	1	0	0	0
Switzerland	0	2	0	1	0
Thailand	0	1	0	2	0
Turkey	0	0	0	0	1
Uruguay	1	0	0	0	0
West Germany	0	0	0	1	0
Yugoslavia	1	1	0	0	0

ADMISSION OF UNDERGRADUATES

SELECTION OF CANDIDATES

Smith College seeks a Freshman Class of able, motivated students from a wide variety of backgrounds. Students are selected who give evidence of possessing the particular qualities of mind and purpose which an education in the liberal arts requires and whose personal qualifications indicate that they will be responsible and contributing members of the community. Both past achievement and capacity for intellectual development are considered in this evaluation.

The Board's estimate of the student's ability, motivation, and maturity is not based on a theoretical formula for success, but on a careful and thorough review of all of the candidate's credentials. These include her secondary school record and rank in class, the recommendations from her school, the results of the College Board Scholastic Aptitude and Achievement Tests, and other available information. There are no admission quotas of any kind nor is there an arbitrary limit to the number who will be accepted from any one school or geographical area.

Although an interview at the College is not required, it is strongly recommended. It provides an opportunity for the candidate to become better acquainted with the College and to exchange information with a member of the interviewing staff.

The Board of Admission meets during March and April each year to evaluate the records of applicants, who are notified of its decisions on the third Saturday in April.

The College allocates a substantial amount of its resources for financial aid to students of limited means but high academic and personal promise. Approximately one third of the undergraduates at Smith receive some form of financial aid. (See page 236 for information about grants, loans, and part-time employment.)

The Director of Admission welcomes correspondence with interested candidates, their parents, and school advisers.

SECONDARY SCHOOL PREPARATION

In planning her high school program, a candidate should consider the ways in which her choices will affect her achievement in college. She is encouraged to take the most intellectually stimulating program she can handle successfully. Course requirements for entrance are flexible. The recommended course of study includes at least four academic subjects each year in grades 9 through 12. A candidate is advised to take, in addition to four years of English composition and literature, a minimum of three years in one foreign language or two years each in two languages (no credit can be given for only one year of a language), three years of mathematics, one year of laboratory science, and two years of history. Beyond meeting basic *minimum* requirements, each candidate is expected to pursue in more depth the courses which are of greatest interest to her. The College is aware of the variation among

ADMISSION OF UNDERGRADUATES

school curricula and is willing to give careful consideration to students whose programs differ from the normal program of college preparation.

The incoming class is selected without emphasis on particular areas of study. However, the Board of Admission is always interested in candidates who have achieved good overall records and have demonstrated marked ability or talent in a specialized field.

APPLICATION FOR ADMISSION

An applicant for admission registers by submitting an application card which the Board of Admission furnishes upon request and by paying a registration fee of \$15 which is not refundable. Although the date of application is not considered in the selection of candidates, the assignment of rooms in college houses is made in the order of the date of application for admission. Applications must be received not later than January 1 in the year of entrance.

ENTRANCE TESTS

Smith College requires the Scholastic Aptitude Test and a minimum of three Achievement Tests, one of which must be in English Composition. The other two tests may be selected from any fields in which the candidate wishes to demonstrate proficiency.

Students are advised to take the Scholastic Aptitude Test in the junior year, and most candidates will wish to take it again in the senior year. It is also recommended that they take the English Composition Test and two other Achievement Tests in the junior year for advisory purposes or for possible use in an Early Decision application. Many students will find it advantageous to take additional Achievement Tests in December or January of the senior year. Results from tests taken in March in the senior year are received too late to be of use in the admission process and are therefore unacceptable.

Candidates should apply to take the College Board examinations by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540. (Residents of western North America, Mexico, Australia, Pacific Islands, Japan, and Formosa should apply to the College Entrance Examination Board, Box 1025, Berkeley, California 94701). Applications and fees should reach the proper office at least one month before the date on which the tests are to be taken. It is the student's responsibility, in consultation with her school, to decide which tests and test dates are appropriate in the light of her program. It is also her responsibility to request the College Entrance Examination Board to send to Smith College the results of all tests taken.

ADMISSION OF UNDERGRADUATES

EARLY DECISION PLAN

Candidates who have strong qualifications and have applied only to Smith College may request consideration of their applications at the fall meetings of the Board of Admission. Students should not apply under this plan unless they have the approval of their school principal or guidance counselor. These applications must be made by November 1 of the senior year, and candidates will be notified of the Board's decision by December 1. Decisions are based upon the same general criteria as at the spring meetings, except that the records considered reflect only three years of work. The Scholastic Aptitude Test and, if possible, three Achievement Tests should be taken before the senior year. However, candidates who have not fulfilled all of the Achievement Tests requirement may apply with the understanding that they will complete the rest of the requirements in the senior year.

Early decision candidates who wish to have an interview should do so before November 1.

Candidates interested in this plan should write to the Board of Admission if additional information would be helpful.

ADVANCED PLACEMENT PROGRAM

Smith College participates in the Advanced Placement Program which is administered by the College Entrance Examination Board. Four hours of college credit are granted for each score of 4 and 5 on an Advanced Placement examination.

FOREIGN STUDENTS

The College is interested in admitting qualified foreign students. Applicants are advised to communicate with the Director of Admission well in advance of their proposed entrance. They should include in their initial letter detailed information about their total academic background.

ADMISSION WITH ADVANCED STANDING

Each year the College admits a small number of sophomores and juniors by transfer from other institutions. Candidates for admission with advanced standing are judged on the following criteria: school and college records and recommendations, and results achieved on the Scholastic Aptitude Test. Their college programs should correlate with the general college requirements given on pages 38-40 of this catalogue. With the request for the application form, students should include a detailed statement of their previous educational experience and their reasons for wishing to transfer. To be eligible to apply, a student is expected to have a strong academic record and be in good standing at the institution she is attending.

ADMISSION OF UNDERGRADUATES

For January entrance, the application must be made before November 15; all credentials must be on file by December 1. For September entrance, the application must be made by February 15 and the credentials filed by March 1.

Successful candidates are given credit without examination for acceptable work taken at another college. Shortages incurred when previous work is not accepted for the Smith College degree may be removed by carrying a course above the minimum or taking work in an approved summer school. During their first semester in residence advanced standing students may not elect more than four and a half courses without permission of the Administrative Board. Candidates for the degree of Bachelor of Arts are required to spend at least two years in residence at Smith College.

READMISSION

A student who has withdrawn from college may apply to the Administrative Board for readmission. Application for readmission in September should be sent to the Registrar before March 1; for readmission in February before December 1.

In general, students who have withdrawn from college at the end of the first semester will be permitted to return only at the beginning of the second semester of a subsequent year.

NON-MATRICULATED STUDENTS

Qualified persons beyond the normal undergraduate age may be admitted to courses of study or to supervised research with the approval of the Registrar and the instructor concerned. Auditors must obtain the permission of the Registrar and of the instructor of the course. (See pages 239-240 for fees.)

FINANCIAL AID

Every student at Smith College is, in fact, receiving financial aid, since even those who pay full fees are paying less than two-thirds of the actual cost of their education. For students who wish to attend Smith College but are unable to meet the total expense, the College offers financial aid ranging from \$200 to full fees as well as student loans. Each award is usually a combination of grant and loan.

Awards are granted to applicants of marked scholastic achievement, academic promise, and demonstrated financial need regardless of race, creed, or color. Requests for financial aid are considered confidential. They are not made a part of the record used for decisions on admission.

Awards are made only to applicants whose need is proved on the basis of information submitted on the Parents' Confidential Statement of the College Scholarship Service. The College may ask for certified copies of 1040 Income Tax forms to verify need. Need is reviewed annually. The College itself makes all final decisions regarding awards. Awards to entering students are announced simultaneously with admission decisions.

All applications for financial aid for entering students should be sent to the Director of Financial Aid. Candidates must file financial aid applications by January 8 of the senior year in high school for entrance the following September. Candidates applying for admission under the Early Decision Plan should send their applications to the Director of Financial Aid by November 8 of their senior year. Later applications for loans may be considered in emergencies.

Financial aid is made possible through endowed funds given to the College for this purpose, by an annual appropriation from general income, by annual gifts for this purpose from alumnae clubs and other organizations, and through the Educational Opportunity Grant Program. Loans are available to students in good standing with proven financial need from College funds as well as through the National Defense Education Act Loan Program. Because College funds are limited, students are urged, whenever possible, to seek assistance locally and through State and Federal programs.

Financial Aid to continuing students is reviewed annually by the Committee on Financial Aid. To be eligible for renewal of an award, a student must have continuing financial need and have demonstrated high academic achievement. Any scholarship granted to an entering student will normally be continued through her sophomore year if she maintains an academic standing of diploma grade and proves continuing financial need. In dividing the limited financial aid funds among eligible students the Committee may consider positive and constructive contributions to the college community and the overall effect of the student's continuing or discontinuing her education at Smith College.

Students who did not receive financial aid as entering students and who later be-

come eligible for financial aid will be considered for aid in subsequent years on the same basis as other continuing students.

Among the named and special purpose grants are:

First Group Scholarships, awarded to students of highest academic achievement and including:

The Neilson Scholarships. Not more than fifteen scholarships, created by the Board of Trustees in honor of President William Allan Neilson on the completion of fifteen years of his administration, are awarded annually to students among the First Group Scholars in the three upper classes.

The Dwight W. Morrow Scholarships. Ten scholarships are awarded annually to seniors among the First Group Scholars.

The William A. Neilson Scholarship. This award provides full tuition for a student among the First Group Scholars.

The Sophia Smith Scholarships. These scholarships are awarded without stipend to members of the three upper classes whose standing entitles them to a place among the First Group Scholars.

Music Scholarships: Each year the College awards scholarships for lessons in practical music to students recommended by the Music Department. Auditions are held for entering students after the opening of College.

Grants of amounts up to full fees may be awarded to foreign students. For these grants special applications should be directed to the Committee on Foreign Students.

At the discretion of the Trustees partial tuition grants may be awarded to candidates accepted for admission to the College who have been residents of Northampton or Hatfield for at least five years directly preceding the date of their admission to college. Such grants are continued through the four college years if the student maintains diploma grade, conforms to the regulations of the College, and continues to be a resident of Northampton or Hatfield.

Fellowships awarded for graduate work, including those open to students from foreign countries, are listed in the *Bulletin of Graduate Studies*.

Some grants and loan funds are awarded by other groups upon the recommendation of the College. Special application forms for these are also available from the Office of Financial Aid.

FINANCIAL AID

The Cotillion Society of Cleveland annually awards a grant at the recommendation of the College to a freshman from the greater Cleveland area who meets the standards of excellence and need stated by the Society.

The Huguenot Society of America grants awards of \$1000 at the recommendation of the College to students whose ancestry meets the requirements of the Society.

The Leila Lincoln Foster Foundation Fund offers limited loan assistance toward tuition expenses to students who are members of, or eligible for membership in, the Daughters of the American Revolution as certified by that organization. Applicants must also fulfill the requirements of the College for financial aid.

SELF-HELP

The College undertakes general supervision of the remunerative work done by the undergraduates. All students employed, whether on or off the campus, must first register with the Office of Financial Aid. On-campus jobs under the Smith Self-Help and Federal Work-Study programs are assigned by this office during the academic year. Freshmen are not permitted to work outside their houses during their first semester. Students who receive aid of any sort from Federal funds are subject to the statutes governing such aid.

Summer employment opportunities, in addition to summer off-campus Work-Study jobs, are available through the Vocational Office.

Tenney House, originally established as the gift of Mary A. Tenney, is open to a limited number of upperclassmen. In this house the students cooperate in the purchase of food and in the duties of housekeeping. The cost of a room in Tenney House is \$200 for the year; current prices determine the cost of board.

FEES AND EXPENSES

THE ANNUAL FEE

The inclusive annual charge for tuition, residence, and health fees for the 1972-73 academic year is \$4,120; for 1973-74, it will be \$4,340. The College offers an optional health insurance program (See p. 221). Students are not charged the full cost of instruction, the annual fee representing approximately two-thirds of the cost to the College for each resident student. Thus every student receives a sizable scholarship provided out of endowment income and current gifts to Smith College.

Statements for semester fees are mailed on or about August 15 and January 10. Payment of charges for the first semester is due by September 1; for the second semester by January 25. Checks should be made payable to Smith College and forwarded to the Office of the Treasurer.

PAYMENT PLANS

The College has no established plan for installment payment of semester charges. The cost of operating such a plan and the fact that the College is not staffed to handle it preclude the possibility of such an arrangement. However, the College participates in the Insured Tuition Payment Plan which offers a monthly payment plan to parents. A brochure describing this plan is mailed by the Treasurer's Office to parents of incoming freshmen prior to the beginning of the academic year.

WITHDRAWAL REFUNDS

Commitments to Faculty and staff and arrangements for the housing and board of students are made by the College in advance of the academic year. They are based on anticipated student enrollment and are not subject to change. Therefore, a student who notifies the Registrar of her withdrawal prior to the opening of the College will have all charges cancelled. But a student who withdraws after the opening of College will receive no refund for tuition or room. Board will be refunded on a pro-rata basis.

DEPOSITS

A General Deposit in the amount of \$100 is required from each new student. For students entering under the Early Decision Plan, the deposit is payable by January 1. For all other students, the deposit is payable on May 1. (This is a one-time deposit which will be refunded following graduation or upon withdrawal, provided that the Registrar has been notified in writing before July 1 that a student will withdraw for first semester or before December 1 for second semester. The deposit is not refunded if the student is separated from the College for college work or conduct deemed unsatisfactory. It is not refunded for new students in case of withdrawal before entrance.)

A Room Deposit, non-refundable, in the amount of \$100 is required from each incoming resident Freshman or upper class transfer student. This deposit is due on the same date as the General Deposit described above. It will appear as a credit on first semester statements.

FEES AND EXPENSES, 1972-73

REQUIRED FEES	1ST SEMESTER	2ND SEMESTER
Annual Fees		
Tuition	\$1,335.00	\$1,335.00
Room and Board	700.00	700.00
Health Fee	50.00	
	<u>\$2,085.00</u>	<u>\$2,035.00</u>
Total Annual Fee*		\$4,120.00
Student Activities Fee, per year**		20.00
Preliminary Payments and Deposits		
Application for admission		15.00
General Deposit		100.00
Room Deposit		100.00
Graduation Fee (required in senior year)		15.00
<hr/>		
OTHER FEES AND CHARGES		
Accident and sickness insurance (optional if alternate coverage is carried)		80.00
Fees for practical music, per academic year		
Instruction		
One hour lesson per week		300.00
One half-hour lesson and two class hours per week		300.00
Courses in ensemble when given individually		70.00
Use of practice room, one hour daily, and a college instrument		20.00
Use of practice room only, one hour daily		10.00
Use of organ, one hour daily		50.00
Fees for classes in riding, exclusive of jumping, per term		
Fall, Winter I, and Spring - 2 hours per week		57.50
Winter II - unlimited riding		65.00
Infirmary charge per day		55.00
Studio art course, required materials		approx. 10.00
ESTIMATED ADDITIONAL EXPENSES		
Books, each year		approx. 150.00
Studio art course, additional supplies		
Drawing, Painting, Sculpture		12.00 up
Photography (excluding camera)		50.00 up
Gymnasium outfit for physical education (optional)		30.00
Subscriptions and dues		approx. 25.00
Recreation and incidentals		250.00 up
FEE FOR NON-MATRICULATED STUDENTS: per course		335.00
for auditing, per course		5.00

*For the 1973-74 academic year, the total annual fee will be \$4,340.

**Included on first semester bill; receipts from this fee are allocated by the Student Government Association.

PRIZES, AWARDS, AND ACADEMIC SOCIETIES

PRIZES

The *Academy of American Poets Poetry Prize*, to be awarded annually by the Academy of American Poets through the prize committee of the Department of English Language and Literature for the best poem or group of poems submitted by an undergraduate.

The Connecticut Valley Section of the *American Chemical Society* award to a student who has done outstanding work in chemistry.

The New England Chapter of the *American Institute of Chemists* award to a senior who displays outstanding promise for advancing the professional aspects of the scientific community.

The *Anita Luria Ascher Memorial Prize*, given in her memory by Dr. Liebe D. Sokol '51 and her parents, to be awarded annually to the student who has shown most progress in German during the year.

The *Elizabeth Babcock Poetry Prize* fund, established by Miss Edith L. Jarvis 1909 in memory of Elizabeth Babcock ex-1911. The income is to be awarded annually for the poem adjudged best by a committee appointed by the Department of English Language and Literature. The competition is open to all undergraduates who have not already won the prize; the poem submitted may not have been printed previously.

The *Harriet Dey Barnum Memorial Prize* fund, founded by the Class of 1916, the income to be used for outstanding work in music.

The *Suzan Rose Benedict Prize* fund, the income to be awarded at the discretion of the Department of Mathematics to a sophomore for excellence in mathematics, the decision being made by the Department.

The *Samuel Bowles Prize* fund, the income to be awarded to a senior for the best thesis on a sociological or economic subject.

The *John Everett Brady Prize* fund, the income to be awarded for excellence in Latin as determined by an examination in sight translation.

The *Margaret Wemple Brigham Prize* fund, established in her memory by friends and associates of the Division of Laboratories and Research of the New York State Department of Health, the income to be awarded to a senior for excellence in bacteriology.

The *Amey Randall Brown Prize* fund, given by Miss Mabel Brown 1887 in memory of her mother. The income is to be used as a prize for the best essay on a botanical subject.

PRIZES

The *Vera Lee Brown Prize* fund, the income to be awarded on recommendation of the Department of History for excellence in that subject to a senior majoring in history in the regular course.

The *Yvonne Sarah Bernhardt Buerger Prize* fund, the income to be awarded to those undergraduates who have contributed most vitally to the dramatic activities of the College.

The *C. Pauline Burt Prize* fund, given by Miss Alice Butterfield, the income to be awarded to a senior majoring in chemistry or biochemistry who has made an excellent record and shown a high potential for further study in science.

The *James Gardner Buttrick* fund, given by Mrs Buttrick in fulfillment of her husband's wish, the income to be used for a prize for the best essay on a subject in the field of religion and Biblical literature suggested by a course in that Department and approved by the instructor.

The *Carlile Prize* fund, given by the Very Reverend and Mrs Charles U. Harris in memory of Dorothea Carlile 1922, from which are awarded a prize for the best original composition for carillon and a prize for the best transcription for carillon.

The *Julia Harwood Caverno Prize* fund, the income of which is given to a member of the junior or the senior class for excellence in Greek language and literature.

The *Sidney S. Cohen Prize* fund, the income to be awarded at the discretion of the Department of Economics.

The *Alison Loomis Cook Honorary Scholarship* to a student who has made a very significant contribution to the college community and to those with whom she has been in personal contact.

The *Ethel Olin Corbin Prize* fund, the income to be awarded to an undergraduate for the best original poem—preferably blank verse, sonnet, or ballad—or informal essay in English.

The *Merle Curti Prize* to be awarded annually by the Department of History to that student who submits the best piece of writing on any aspect of American Civilization.

The *Dawes Prize* fund, the income to be awarded for the best undergraduate work in political science.

The *Alice Hubbard Derby Prize* fund, the bequest of Mr Henry R. Lang in memory of his wife, a member of the Class of 1885. The income is to be used for prizes awarded by the Department of Classical Languages and Literatures to students of the junior and senior classes who have shown special proficiency in the study of Greek literature in the original in the year in which the awards are made. The award will be based on an examination in sight translation.

The *Elizabeth Drew Prize* fund, the income to be awarded to an undergraduate for work in English.

The *Amanda Dushkin Scholarship Award* to a student who has maintained a high academic record as well as participating in extra-curricular activities.

The *Hazel L. Edgerly Prize* fund, founded in memory of Hazel Louise Edgerly 1917; the income to be awarded on the recommendation of the Department to a senior in honors in history for distinguished work in that subject.

The *Ruth Forbes Eliot Poetry Prize* for the best poem submitted by a member of the freshman or sophomore class.

The *Settie Lehman Fatman Prize* fund, the income to be awarded in two prizes for the best musical composition, preferably in sonata form, and for the best composition in a small form by members of the senior class or graduate students taking Music 342 or Special Studies in Composition or by a student in Music 233.

The *Harriet R. Foote Prize* fund, the income of which is to be awarded to the outstanding student in botany, based on an examination record.

The *Henry Lewis Foote Memorial Prize* fund, given by his wife, Harriet Risley Foote 1886, the income to be awarded for excellence in class work in Biblical courses.

The *Clara French Prize* fund, founded by Mrs Mary E. W. French, the income to be given to that senior who has advanced farthest in the study of English language and literature.

The *Helen Kate Furness Prize* fund, founded by Horace Howard Furness, the income of which is given for the best essay on a Shakespearean theme. There is no restriction on the length of the essays, but in general they are not to be shorter than 4000 words or longer than 10,000 words. The competition is open to all essays on a Shakespearean theme (except honors theses) prepared in courses or units and recommended by the instructors of such courses or units.

The *Sarah H. Hamilton Memorial Prize* fund, given by her sister Julia H. Gleason, the income to be awarded for an essay on music.

The *Arthur Ellis Hamm Scholarship Prize* fund, founded by Elizabeth Creevey Hamm 1905 in memory of her husband, Captain Arthur Ellis Hamm, the income to be awarded to a freshman on the basis of the year's record.

The *Frances A. Hause Memorial Prize* fund, founded in memory of Frances A. Hause 1922, the income to be awarded to the senior who has majored in chemistry and has made the best record in that subject.

The *Denis Johnston Playwriting Award* fund for the best play or musical written by an undergraduate. The author must be a student at Amherst College, Mount Holyoke College, Smith College, or the University of Massachusetts.

PRIZES

The *Florence Corliss Lamont Prize*, a medal to be awarded for work in philosophy.

The *Emogene Mahony Memorial* fund for the furtherance of English literature and dramatic art from which an award is made for the best essay on a literary subject written by a freshman, and for the best honors thesis submitted to the Department of English Language and Literature.

The *Emogene Mahony Memorial Prize* fund, founded by Miss Ethel Haskell Bradley 1901, the income to be given for proficiency in organ.

The *John S. Mekeel Memorial Prize* fund, given in his memory by his wife, the income of which is to be awarded annually to a member of the senior class, selected by the Department of Philosophy, for outstanding work in philosophy.

The *Samuel Michelman Memorial Prize* fund, given in his memory by his wife, the income to be awarded to a senior from Northampton or Hatfield who has maintained a distinguished academic record and contributed to the life of the College.

The *Mrs Montagu Prize* fund, founded by Abba Louisa Goold Woolson in honor of Elizabeth Montagu, the income to be awarded for the best essay on the women of the eighteenth century or women depicted in the literature of that century.

The *Victoria Louise Schrager Prize* fund, given in her memory by her family and Miss Marjorie Hope Nicholson, the income to be awarded annually to a senior who has maintained a distinguished academic record and has also taken an important part in student activities.

The *Scott Foundation Leadership Award* to a member of the sophomore class who has demonstrated leadership qualities, good academic ability, high personal standards, and recommends herself as a likely prospect for a career in industry.

The *Andrew C. Slater Prize* fund, the income to be awarded to an undergraduate for excellence in debate.

The *Rosemary Thomas Poetry Prize* fund, the income to be awarded by a committee of members of the Smith College Department of English Language and Literature to the undergraduate student who has shown by her creative writing the greatest evidence of poetic gift and dedication to poetry as a view of life.

The *Frank A. Waterman Prize* fund, the income to be awarded to a senior who has done excellent work in physics.

FIRST GROUP SCHOLARS

Smith College students who have a record at the College indicating high academic achievement in the previous year are named First Group Scholars. The Dwight W.

PRIZES

Morrow, Neilson, William Allan Neilson, and Sophia Smith scholars are selected from the First Group Scholars.

SOCIETY OF THE SIGMA XI

In 1935 Smith College became the first women's college to be granted a charter for the establishment of a chapter of the Society. Each year the Chapter elects to membership promising graduate students and seniors who excel in science.

PHI BETA KAPPA

The Zeta of Massachusetts Chapter of the Phi Beta Kappa Society was established at Smith College during the year 1904-05, and the first undergraduates were elected to membership in April. In 1920 provision was made for the election of a small number of juniors. Rules of eligibility are established by the Chapter in accordance with the regulations of the national Society. Selection is made on the basis of overall academic achievement.

AWARDS AND ACADEMIC SOCIETIES—1972

PRIZE AWARDS

- Anita Luria Ascher Memorial Prize:* Bernadette Margel, 1975
American Chemical Society Prize, Connecticut Valley Section: Donna Marie Dubie, 1972
American Institute of Chemists Medal, New England Chapter: Harlee Sue Strauss, 1972
Elizabeth Babcock Poetry Prize: Linda Ellen Weissinger, 1972; Mary Emerson Driscoll, 1972
Harriet Dey Barnum Prize: Alicia Kathleen Edelberg, 1972; Daisietta April Kim, 1972; Debbie Rose Sobol, 1972; Lesley Alison Wright, 1972
Suzan Rose Benedict Prize: Sharon Ilene Drew, 1974; Susan Lacey Tucker, 1974
Samuel Bowles Prize: Patricia Tannar Cleaver, 1972
John Everett Brady Prize: Elizabeth Marie O'Keefe, 1972
Amy Randall Brown Prize: Mary Alice Mark, 1973; Pamela Hathaway See, 1973
Vera Lee Brown Prize: Karen Christine Burke, 1972
Yvonne Sarah Bernhardt Buerger Prize: Catherine Elizabeth Roberts, 1972; Susan Margaret Gant, 1972; Susan Griss, 1972; Elaine Marie Bromka, 1972
C. Pauline Burt Prize: Micheline Bernadette McCarthy, 1972
James Gardner Buttrick Prize: Ellen Denise Levy, 1974; Mary Kathleen Teichgraeber, 1972
Sidney S. Cohen Prizes: Teresa Louise Amott, 1972; Shelley Handel, 1972; Martha Daniel Schwarz, 1972
Carlile Prize: Permelia Alice Singer, 1972
Julia Harwood Caverno Prize: Nancy Ada Mace, 1973
Alison Loomis Cook Scholarship Award: Joyce Helen Sibson, 1973
Dawes Prize: Margaret Wales Garner, 1972
Alice Hubbard Derby Prize: Elizabeth Marie O'Keefe, 1972; Cheryl Ann Cipro, 1973
Elizabeth Drew Prize: Helen Judson Clark, 1973; Moira Liane Crone, 1974
Amanda Dushkin Scholarship Award: Jane Anne Ruchman, 1974
Ruth Forbes Eliot Prize: Mary Ann Franke, 1975
Clara French Prize: Mary Anna Lincoln, 1972; Katherine Maren Sorensen, 1972
Sarah H. Hamilton Prize: Lesley Alison Wright, 1972
Frances A. Hause Memorial Prize: Donna Marie Dubie, 1972
Denis Johnston Playwriting Award: Barbara Joan Keiler, 1974
Florence Corliss Lamont Prize: Stephanie Monka, 1972
Emogene Mahony Memorial Prize: Permelia Alice Singer, 1972; Virginia Snowden Lee, 1975
John S. Mekeel Memorial Prize: Stephanie Monka, 1972
Victoria Louise Schrager Prize: Nancy Anne LeaMond, 1972
Scott Foundation Leadership Award: Emilee Joan Hilliard, 1974
Rosemary Thomas Poetry Prize: Linda Ellen Weissinger, 1972; Jane Rhonda Passman, 1974

SOCIETY OF THE SIGMA XI

Class of 1972

Mary Grace Altalo	Judith Babcock Nevins
Laura Anderson	Patricia Lorene Parker
Linda Anderson	Dana Caroline Prizer
Nancy Lynn Ashton	Minda Rae Schechter
Jo-Anne Marie Bessette	Beth Schlossberg
Susan Callaway	Linda Louise Schmidt
Barbara Jo Casino	Susan Constance Soloyanis
Patricia Anne Dodd	Elizabeth Kerruish Stage
Donna Marie Dubie	Meredith Elaine Stargel
Elizabeth Ann Kelly Ebitz	Christine Anne Stoykovich
Marjorie Lynn Fine	Harlee Sue Strauss
Rebecca Lee Frantz	Virginia Kay Tippie
Margery Ruth Johnson	Frances Marie Twohig
Mary Anna Lincoln	Jean Harrelson Ware
Micheline Bernadette McCarthy	Mary Elizabeth Watson
Mary Margaret Moffett	Sandra Louise Waugh
Kathleen Mulhern	Gail Alice Yanchak
Elizabeth Murkowicz	Diana Mae Zuckerman

PHI BETA KAPPA

Class of 1972

Nancy Ellen Abraham	Donna Marie Dubie
Elizabeth Strother Blackmar	Nitza Farhi
Gail Lucille Bongiovanni	Marjorie Lynn Fine
Yvonne Ruth Boucher	Sharon Faith Friedman
Elaine Louise Brighty	Marcy Suzan Friedman
Elaine Marie Bromka	Margaret Wales Garner
Karen Christine Burke	Deborah Joan Gordon
Susan Callaway	Cynthia Glesmann
Virginia Mitchell Campbell	Regina Harrison
Magdalena Elizabeth Carrasco	Madeleine Caroline Heidkamp
Kerry MacRae Christensen	Cynthia Frances Bearer Jackson
Patricia Tannar Cleaver	Nancy Ann Kanach
Mary Lee Clemons	Loukia Tarsitsa Katseli
Dorothy Anne Walker Cleveland	Daisietta April Kim
Mary José del Cueto Corral	Mary Anna Lincoln
Sheryl Dee Boggs Daniel	Sarah Alice Ruley Loeb

AWARDS

Natalie Ann Mariano
Phyllis Anne Malatesta
Melissa Robinson Marshall
Christine Lynne Marta
Micheline Bernadette McCarthy
Mary Margaret Moffett
Stephanie Monka
Elizabeth Marie O'Keefe
Ann Carlton Ragland
Emily Ann Root
Linda Helen Selcer

Marsha Ellen Sendar
Gail Elizabeth Shearer
Deborah Rose Sobol
Katherine Maren Sorensen
Jan Stenson
Rebecca Storey
Cheryl Ruth Suchors
Sandra Louise Waugh
Faith Annette Wiltenburg
Lesley Alison Wright
Gail Alice Yanchak

ACADEMIC DEGREES

The degree of Bachelor of Arts is awarded on completion of an undergraduate program to the satisfaction of the Faculty. The degree may be awarded Cum laude, Magna cum laude, or Summa cum laude on the basis of a high level of general achievement during the sophomore, junior, and senior years. A candidate who has elected to pursue a Departmental Honors Program may be awarded the degree with Honors or with High Honors in that program. Candidates designated as Smith Scholars have pursued special individual programs of study.

BACHELOR OF ARTS

CONFERRED AS OF THE CLASS OF 1971

Gretchen Marie Scarry

CLASS OF 1972

Kathleen Irene Ainslie
Kimberly Albright, *Honors in English*
Judith Lequin Alexander
Nancy Ann Allmendinger
Mary Grace Altalo, *Honors in Biological Sciences*
Nancy Jo Ammon
Teresa Louise Amott
Patricia Anne Amsler
Laura Anderson
Linda Anderson, *Honors in Biological Sciences*
Shelia Lynn Anderson
Jacqueline Ruth Anthony
Lynne Suzanne Arnault, *Honors in Religion*
Julie Cleveland Arnold
Nancy Lynn Ashton
Johanne Asselin
Elizabeth Austell
Janet Houghton White Averill
Catherine Axon

Margaret Tiffany Baker
Pamela Baker, *Honors in French*
Koyna Bam

Christine Ellen Bancheri
Elizabeth Thorne Barlow
Shirley Florence Reynolds Baron
Maria Sara Barra
Gail Anne Bartlett
Barbara Rose Bass
Betty Jane Conklin Baxter
Audrey Susan Bear
Bonnie Anne Beaver
Susan Natalie Begg
Joan Whipple Howarth Belknap
Catherine Patricia Bennett
Ann Randall Bentley
Sarah Alice McElhone Bentz
Christine Adkin Bertelson
Jo-Anne Marie Bessette, *Honors in Biological Sciences*
Diana Louise Bianco
Katherine Raphaela Bick
Marta Jean Strogatz Binstock
Linda Sheryl Martha Blackburn
Mary Lucy Blagdon
Lauran Virginia Boakes
Lucy Bodine
Marcia Burnett Bouton
Nancy Jo Bowen

DEGREES

Jennifer Eastman Bowlus
 Amy Braden
 Nancy Ellen Brady
 Susan Brande
 Marilyn Susan Breselor
 Susan Kathryn Brodie
 Jeannetta Charlene Bronner
 Ann Campbell Brown, *Honors in German*
 Evelyn Gertrude Brown
 Karen Sue Brown
 Lorraine Eddy Brown
 Patricia Murrell Athey Brown
 Amanda Lea Burnett
 Mary Lindley Burton

 Victoria Elspeth Cairns
 Christine June Callan
 Mary Elizabeth Butler Cann
 Janice Ann Carter
 Beth Susan Carver
 Patricia Mary Casey
 Barbara Jo Casino, *Honors in Mathematics*
 Stephanie Joyce Caswell
 Melissa Lea Chait
 Ann Chipley
 Jeanne Stafford Clark
 Patricia Braden Clark
 Nancy Jane Fitzpatrick Cobb
 Pamela Jean Coburn
 Karen Chalmers Coe
 Rochelle Cohen
 Jane Elizabeth Colton
 Joan Elizabeth Condon
 Elizabeth Huntington Cone
 Susan Helen Bagwell Connolly
 Lisa Forrestal Connor, *Honors in Economics*
 Nancy Ruth Mellin Conroy
 Susan Diane Cooper, *Honors in English*
 Gail Theresa Costello

Marjorie Ann Costello
 Clara Couric
 Ellen Louise Coxe
 Lila Tenison Craddock
 Claudia Jean Cross
 Elizabeth Terese Curley

 Frances Estabrook Dalton
 Kenna Irene Daly
 Susan Buck Damon
 Barbara Lynn Davis, *Honors in Italian*
 Donna Sue De Coursey
 Susan Fan Delehanty
 Elizabeth Anne Delman
 Ellen Ferguson Dennis
 Nancy Ross Detweiler
 Valerie Anne di Sant'Agnese
 Brooke Dickinson
 Karen Elaine DiFranza
 Patricia Jane Dillin
 Martha Lyn Dippell
 Catherine Lee Dobson
 Patricia Anne Dodd
 Anne Bradley Drake
 Mary Randolph Emerson Driscoll
 Eugenie Ann Dudding
 Ann Washburn du Mont

 Alison Livingston Early
 Catherine Lee Eaton
 Ivy L'Amour Eberhart, *Honors in English*
 Elizabeth Ann Kelly Ebitz, *Honors in Psychology*
 Alicia Edelberg
 Diane Mary Garton Edie
 Sawsan Mohammed El-Zayyat
 Catherine Medill Elliott
 Ruth Ellen Elsesser
 Deborah Myers Emerson
 Jan Ellen English
 Christine Anne Ethier

Ann Kristen Everson
 Patti Aline Ewart
 Polly Tarleton Fabian
 Deborah Anne Farrington
 Florence Carter Farwell
 Anita Sue Fawver
 Rae Davis Felthouse
 Elizabeth Frances Fennelly
 Marion Ann Fernandes
 Claudia Amy Ferrante
 Mary Patterson Field
 Ellen Lofgren Finch
 Catharine DuBois Fincke
 Elizabeth Josephine Fischer
 Jill Laurie Fishbane
 Elizabeth Ann Fitzpatrick
 Margaret Helene Fling
 Katherine Brooks Flowers
 Emma Stella Foa
 Kathleen Mary Foley, *Honors in
Economics*
 Juliet Marie Fournier
 Cindy Judy Fox
 Beverly Helen Francis
 Bonnie Sandra Frank
 Judith Ellen Frank
 Jill Andrea Friedman
 Barbara Joan Fritz
 Juliana Fuerbringer
 Pamela Jean Fuhrer

 Andrea Susan Ganss
 Susan Margaret Gant
 Deborah Joy Garber
 Susan Ruth Garber
 Deirdre Wilson Garton
 Nancy Sanders Gates
 Marcia Mae Gaughan, *Honors in
English*
 Anna Ying Lai Gee
 Tighe Geoghegan
 Karen Getty

Joan Alba Ghiraldini
 Kathryn Lynn Gieseke
 Gloria Mae Gilmore
 Margaret Jane Gladstone
 Mary Blair Bailey Glennon
 Martha Gonzalez
 Elizabeth Ellen Good
 Donna Joan Goodman
 Anne Judith Gordon
 Sarah Herbert Gordon, *Honors in
History*
 Barbara Anne Graham
 Susan Lee Grainger
 Nancy Elizabeth Grandine
 Susan Griss
 Joanne Beth Gross
 Frances Lombard Groves
 Susan Gutchesch

 Shannon Marie Hack, *Honors in
Economics*
 Phoebe Anniese Haddon, *Honors in
Government*
 Emily Peacock Haerther
 Heather Nancy Hall
 Judith Burnett Halsey
 Christine Elizabeth Hamilton
 Claire Lizbeth Hamlish
 Shelley Handel, *Smith Scholar*
 Barbara Jean Hanson
 Sally Boyce Hardman
 Joan Marie Harlow
 Virginia Gay Smith Harvey
 Kathryn Hadley Hastings
 Susan Packard Hastings
 Helen Hall Heard
 Hollis Chase Hebbel
 Kathryn Kristin Heintz
 Anne Elizabeth Henry
 Pamela Ann Hensel
 Dana Elmon Hetherington
 Ann Leland Hickey

DEGREES

Melissa Barber Hield
 Pamela Jean Hill
 Margaret Wheeler Hilliard
 Deborah Anne Hird
 Theresa Victoria Hluchyj
 Manli Ho
 Irena Ida Hochman
 Beverly Dianne Holmes
 Jeanne Estelle Pinkerton Homer
 Lois Anne Homma
 Catherine Alice Hoover
 Wendy Ann Horgan
 Candace Louise Hubbard
 Carolyn Craig Huff
 Margaret Mary Huff
 Susan Hunter
 Stephanie Brooke Hurley
 Mary Hutchings
 Anne Hyde, *Honors in Economics*

Ann Elizabeth Imbrie
 Cheryl Ann Inghram

Christine Elizabeth Jackson
 Raj Kamini Jain
 Joyce Findley Jelliffe
 Michel Loy Johns
 Christine Ann Johnson
 Margery Ruth Johnson
 Paula June Johnson
 Susan Lynn Courtney Johnson, *Honors in English*
 Carol Chapin Jones
 Christine Frances Jones
 Cynthia Diane Jones
 Karen Louise Jones
 Sandra Renée Jones
 Wendy Elizabeth Jones
 Judith Ann Joseph

Amy Ruth Kahn
 Nancy Ann Kanach, *Honors in Russian*

Ellen Barbara Kanner
 Ann Jackson Keck
 Karen Anne Kell
 Wendy Adams Kelley
 Sally Morse Kennedy
 Mary Carolyn Kerner
 Kathleen Celeste Killian
 Nancy Jo Kimelman
 Linda Elkins Kirch
 Anne Windus Knight
 Jane Kocivar
 Jocelyne Townsend Kolb, *High Honors in German*
 Bessy Mo-gee Kong
 Linda Marice Kramer
 Christina Maria Krivatsy
 Barbara Sue Kroll
 Susan Frances Boyd Kruesi
 Susanne Ferrell Krug
 Nancy Jean Kuivila, *Smith Scholar*
 Margaret Mary Kulmatiski

Eleanor Toby Lahn
 Dorothy Suzanne Lane
 Kitty Susan Lansdale
 Marian Dianne Lauterbach
 Nancy Anne LeaMond
 Andrea Lynne Leberfeld
 Ann Carol Lebowitz
 Martha Cole Lee
 Cordelia Throop Leister
 Ann Josephine Lemon
 Jane Lois Levere
 Dale Ann Lewis
 Sandra Lewis
 Emily Newell Lhamon
 Mimi Liem
 Ayan Judith Liss
 Paula Jane LoConte
 Anne Beatrice Lohner
 Thayer Barbara Longfellow
 Susan Sandra Lopez

Patricia Eileen Lowe
Jacqueline Louise Lussier

Marguerite Anne MacDonald
Ellen Davida Maloff
Nilulshah Nurali Vasanji Manji
Deborah Lee Markewich
Julia Claire Markrich
Marguerite Martucci
Helen Anne Marvel
Evelyn Mary Maurmeyer

Vijaya Mehta
Patricia Denise Melaugh
Molly Ellen Merrell
Mary Delano Michael
Joanne Reid Sawhill Miller
Joyce Elaine Miller
Luisa Marie Anselmo Miller

Ann Harrington Milne
Deborah Anne Miskell
Stephanie Monka, *Honors in
Philosophy*

Carla Jean Montori
Virginia LeFew Moorman
Marlene Anne Morgan
Kim S. Adams Morrissey
Hope-Constance Moser
Susan Ann Mrose
Kathleen Mulhern, *Honors in Geology*
Mary Elizabeth Murray

Lorna Jean Neebe
Judith Babcock Nevins, *Honors in Geology*
Suk Yin Agnes Ngai
Signe Barbara Nielsen, *Honors in
Government*

Maria Felice Nipson
Angela Beatrice Noel

Gail FitzRoy O'Brien
Kathryn Anne O'Donnell
Adele Marie O'Grady

Ann Howard Conley O'Neill
Carol Boker O'Neill
Deborah Mary Odell
Candida Susan Ohnysty
Susan Fay Olansky
Constance Garrison Oliver
Theodora Blake Oppel
Alice Bradford Kneeland Orlando
Jean Bremner Osborne
Jan Scott Owen

Barbara Joan Palmer
Cheryl Alycen Palmer
Lucy Brown Palmer
Gloria Ai-yi Pao
Louise Marie Parent
Patricia Lorene Parker, *Honors in
Geology*

Emily Elkins Parkhurst
Brenda Burden Paull
Anne Marie Payne, *Honors in Sociology*
Carol Lynn Pearson
Susan Cohen Pearson
Patricia Pelehach
Cynthia Lynn Perlman
Harriet Stickney Peterson
Mattie Nell Peterson
Sally Jean Peterson
Evelyn Adiene Petschek
Martha Lathrop Phinney
Pamela Pinkham
Deborah Lee Poulos
Suzette Rexford Prigmore
Dana Caroline Prizer
Beverly Purdue
Karen Ann Puskarz

Katherine Jameson Mayberry Quill
Maria Quinlan, *Honors in History*

Ann Woodson Ramsey
Melinda Patton Reese

DEGREES

Alice Louise Reid
 Catharine Brannan Reid
 Mary Lucile Reid
 Sara Eliot Ford Ridgway
 Catherine Elizabeth Roberts
 Nancy Willett Roberts
 Karen Yvonne Robinson
 Kirby Robinson
 Mary Jo Hull Robison
 Margaret Crampton Rogers
 Nina Jean Rogers
 Lynne Claire Rosenbaum
 Nancy Ellen Roth, *Honors in History*
 Linda Kay Rubio
 Jane Lee Russell
 Merryyn Gail Rutledge, *Honors in English*

Susan Nourse Salomon
 Jill Kathryn Sandusky
 Susan Cooper Sargent
 Barbara Ellen Satz
 Janet Lee Forsman Schaefer
 Minda Rae Schechter
 Beth Schlossberg, *Honors in Psychology*
 Linda Louise Schmidt
 Karen Elizabeth Pedersen Schneider
 Donna Lee Schumacher
 Valerie Kay Schurman
 Susanne Elizabeth Schuster
 Cathy Osborne Schwartz
 Nancy Eileen Schwartz
 Martha Daniel Schwarz
 Camille Torrence Matthews Schwert
 Mary Jane Scott
 Dorothy Jeanne Sexton
 Liisa Margaret Shafer
 Jacqueline Esther Shapiro
 Alison Penn Sherred
 Pamela Jeanne Siddens
 Nancy Badger Simonds

Virginia Walton Sloan, *Honors in Hispanic-American Studies*
 Maureen Kimberley Smith
 Louise Alice Sofin
 Stefanie Ann Solnick
 Susan Constance Soloyanis, *Honors in Geology*
 Katherine Ann Sonderegger
 Grace Praga Spadaro
 Joan Adams Speers
 Sarah Florence Spencer
 Lucille Ann Spera
 Diane Norene St. Cyr
 Elizabeth Kerruish Stage, *Smith Scholar*
 Meredith Elaine Stargel
 Susan Gerry Stein
 Mary Kimberly Stevens
 Julie Hayden Stiles
 Martha Marie Stoops
 Christine Anne Stoykovich
 Harlee Sue Strauss, *Honors in Chemistry*
 Inga Christine Swenson

Janet Susan Taft
 Christine Baldwin Tarrio
 Carolyn Beth Taylor
 Mary Kathleen Teichgraeber, *Honors in Religion*
 Susan Mary Termohlen
 Anne Theiss
 Virginia Carol Cook Thiebaud
 Deborah Thomas
 Robin Laura Thomas
 Sylvia Catherine Thompson, *Honors in American Studies*
 Virginia Kay Tippie, *Honors in Geology*
 Kathryn Anne Torda
 Deborah Jo Torgler
 Susan Lynn Trautman, *Honors in Education*
 Frances Marie Twohig

Deborah Lee Shuman Ullian
Laurie Ione Upson
Elizabeth Ruth Urbain

Jean Ellen Lamb Valenti
Carmen Cynthia Valenzuela
Lisa Rothwell Vandermade
Ruth Ann Eveland Velleman, *Honors in
American Studies*
Claudia Christine Vess
Marie Elizabeth Viita
Susan Carol Vogt

Joan Swift Wadelton
Deborah Jean Walden
Martha Wallace
Jean Harrelson Ware
Susan Williams Warne, *Honors in
English*
Mary Trevor Thomas Warren
Diane Geraldine Warsky
Mary Elizabeth Watson, *Honors in
Psychology*
Karen Marie Weaver
Laurie Jean Weil

Patricia Molly Weiss
Linda Ellen Weissinger
Gail Margaret Welke
Brooke Elizabeth Whiting
Joyce Marie Brigida Whiting
Jane Rypperda Wierdsma
Katherine Wilbour Wies
Pamela Keller Wiggin
Anne Margaret Will
Katharine Stewart Williams
Marilyn Elizabeth Wilson
Robin Rainie Wilson
Josephine Harmar Wolbach
Blenda Ann Prince Woodard
Cynthia Conroy Works

Susan Tucker Yaro
Eleanor Soo Yee
Patricia Carol Younger

Betty Lou Turner Zellner
Alice Greenleaf Ziesing
Crystal Sue Zingler
Mary Adeline Zmistowski
Diana Mae Zuckerman

Cum laude

Elizabeth Strother Blackmar, *High Honors in American Studies*
Pamela Bloomfield
Gail Lucille Bongiovanni
Kerry MacRae Christensen
Jennifer Moulton Clapp, *Honors in History*
Dorothy Anne Walker Cleveland
Mary José del Cueto Corral
Nitza Farhi
Elizabeth Myrl Faulconer
Catherine Sina Flataker
Rebecca Lee Frantz, *High Honors in Astronomy*
Sharon Faith Friedman

DEGREES

Gail Elizabeth Gehshan
Marilyn Elisabeth Gepp
Cynthia Glesmann
Ellen Joan Glew
Deborah Joan Gordon
Nori Grace Hall, *Honors in Economics*
Regina Harrison, *High Honors in Comparative Literature*
Madeleine Caroline Heidkamp
Cynthia Frances Bearer Jackson
Loukia Tarsitsa Katseli
Daisietta April Kim
Diane Marie Lebel
Mary Anna Lincoln, *High Honors in English*
Dianne Gail Lindewall
Melissa Robinson Marshall
Karen Elizabeth Chandler Middleton
Elizabeth Murkowicz, *High Honors in Biochemistry*
Chloe Elizabeth Oldenburg
Emily Ann Root
Linda Nancy Rumanoff
Rebecca Schneider, *High Honors in Government*
Linda Helen Selcer, *High Honors in Government*
Marsha Ellen Sendar
Stephanie Beth Shafran
Gail Elizabeth Shearer
Permelia Alice Singer
Jane Elizabeth Southwick
Jan Stenson
Cheryl Ruth Suchors
Janie Marie Vanpée, *High Honors in French*
Joan Karen Willin
Gail Alice Yanchak, *High Honors in Astronomy*
Diane Elizabeth Yelle, *High Honors in Italian*

Magna cum laude

Nancy Ellen Abraham
Yvonne Ruth Boucher, *Honors in French*
Elaine Marie Bromka
Karen Christine Burke
Susan Callaway
Virginia Mitchell Campbell

Magdalena Elizabeth Carrasco
 Patricia Tannar Cleaver
 Sheryl Dee Boggs Daniel
 Donna Marie Dubie, *High Honors in Chemistry*
 Marjorie Lynn Fine, *High Honors in Psychology*
 Marcy Suzan Friedman
 Margaret Wales Garner, *High Honors in Government*
 Sarah Alice Ruley Loeb, *Honors in Government*
 Phyllis Anne Malatesta
 Natalie Ann Mariano
 Christine Lynne Marta, *Honors in History*
 Mary Margaret Moffett
 Elizabeth Marie O'Keefe, *Honors in Classics*
 Anne Carlton Ragland
 Deborah Rose Sobol
 Katherine Maren Sorensen, *High Honors in English*
 Rebecca Storey
 Sandra Louise Waugh

Summa cum laude

Elaine Louise Brighty
 Mary Lee Clemons
 Micheline Bernadette McCarthy, *High Honors in Biochemistry*
 Faith Annette Wiltenburg
 Lesley Alison Wright

DIPLOMA IN AMERICAN STUDIES

Rosaura Beatriz de Santiago, Instituto de Profesorado "Concordia" (Argentina)
 Aulikki Marianne Haajanen, University of Helsinki
 Ritva Anneli Jolkkonen, University of Helsinki
 Yoshiko Kimura, B.A., Hiroshima Jogakuin College
 Elizabeth van Beek, B.A., Utrecht University (Holland)
 Keiko Watanabe, B.A., Nanzan University (Japan)

MASTER OF SCIENCE IN PHYSICAL EDUCATION

Jennifer Leigh Crispen, B.S., University of Massachusetts
 Caren Louise Curson, A.B., Gettysburg College
 Constance Ruth Herrick, A.B., Smith College
 Veronica Chinyelu Igbanguo, Chelsea College of Physical Education (London)

DEGREES

JoAnn R. Jansen, B.S.Ed., Ohio University
Kathy Sue Nutt, B.S., Pennsylvania State University
Miriam Carruthers Pawlowski, A.B., Mount Holyoke College
Barbara Edna Riley, B.A., Hofstra University
Mary-Lou Sayles, B.S. in Ed., Northeastern University
Ellen May Spinner, A.B., Goucher College
Karen Gail Whitaker, B.S., College of William and Mary

MASTER OF EDUCATION OF THE DEAF

Lyn Arnold, B.A., Nathaniel Hawthorne College
Marian Ruth Budzyna, A.B., Smith College
Lynn Adria Burianek, B.A., University of Colorado at Boulder
Holly Edith Bye, B.S., Southern Connecticut State College
Laraine Anne Candow, A.B., Regis College
Joan Elizabeth Coley, B.S.Ed., West Chester State College
Jean Elizabeth Comeforo, B.S., College of Saint Elizabeth
Linda Lee Cook, B.S., Ursinus College
Barbara Gail Corbin, B.A., Mary Washington College
Janice Lajuanah Frederick, B.A., South Carolina State College
Ellen Lynn Goldberg, B.S., University of Massachusetts
Theodore Langhans Hubbard, B.S., Ohio State University
Joan E. Larson, B.A., Salem State College
Merle Inez Lathrop, A.B., Colby College, A.M., Smith College
Karen Ida Marvelli, B.S. in Ed., Bridgewater State College
Patricia Anne Massaro, A.B., Mount Holyoke College
Susan Hyland McMahon, B.S., Lawrence University
Janis E. Rogerson, B.A. in Ed., University of Kentucky
Terry Marie Ryan, A.B., College of Mount St. Joseph on the Ohio
Louise Saltus, B.A., Clark University
Birgit Elisabeth Svendsen, Certificates, Gjedved Teachers Training College and
Lærerhøjskolen

MASTER OF EDUCATION

Elaine Barbara Maury Batchelder, B.A., University of New Hampshire
Felice D. Brooks, A.B., Smith College
Elizabeth Hall Cumbler, A.B., Smith College
Susan Marvel Cutler, B.A., Northwestern University
Martha Webber Gordon, A.B., Smith College
Dorothy Green, B.S., M.B.A., New York University
Beverly Schwartz Katsh, B.A., New York University

Abby Jean Pirnie Lipsky, A.B., Smith College
 Zara Therease Novella Miller, B.A., Bennett College (North Carolina)
 Marjorie Ann Mollison, A.B., Smith College
 Anne Hayden Nickel, A.B., Smith College
 Veronica Yvonne Parker, B.A., Queens College

MASTER OF ARTS IN TEACHING

Christine Elizabeth Boice, B.A., Wells College *Theatre*
 Robert A. Defusco, B.A., New York University *History*
 Petra Drewski, B.A., University of Massachusetts *History*
 Deborah Earle Flagg, B.A., Stanford University *English*
 Diane Marie Gasser, A.B., Mount Holyoke College *French*
 Anne Elizabeth Guthrie, A.B., Cornell University *History*
 Sharon Ann Hamlen, B.A., Bridgewater State College *Theatre*
 Gail Toshiko Kanda, B.A., Michigan State University *History*
 Jessie McClintock Kelly, A.B., Smith College *History*
 Yvonne D. Leonard, B.A., Queens College *Mathematics*
 Cecelia Eva O'Donnell, A.B., Smith College *History*
 Lee M. Ritger, A.B., Smith College *English*
 Constance Sara Yates, A.B., Smith College *Art*

MASTER OF FINE ARTS

(THEATRE AND SPEECH)

August Joseph Argenio, B.A., University of South Florida
 Donald Gilbert Creech, Jr., A.B., Heidelberg College
 David Andrew Dorwart, B.A., Amherst College
 Robert Alan Harper, B.A., University of Hartford
 Stephen Vail Lavino, B.A., Williams College
 James Sebastian Reynolds, B.A., Knox College
 Roderick Wallace Robinson, A.B., Columbia University

MASTER OF MUSIC

Nancy Louise Armstrong, B.S. in Music Ed., University of Vermont
 Cynthia Dearborn, A.B., Mount Holyoke College
 John Ahern Schultz, Jr., B.A., Lehigh University

DEGREES

MASTER OF ARTS

Zada Bowden, B.A., University of Wisconsin *French*
Linda Carson Hunt, B.A., Randolph-Macon Woman's College *Music*
Cheryl Ann Keough, B.A., Saint Joseph College (Connecticut) *Chemistry*
Alice Kerr Laird, A.B., Mary Baldwin College *Music*
Robbin Stryker Matteson, A.B., Bard College *French*
Aida Nawar, B.A., University of Massachusetts *French*
Diane O. Ota, B.A., University of New Hampshire *Music*
Roberta Blanchard Smith, B.A., San Jose State College *Education*
Laura Sue Trachtenberg, B.S., University of Massachusetts *The Biological Sciences*
Elizabeth Marie Turner, A.B., Upsala College *Hispanic Studies*

HONORARY DEGREES

Eleanor Jack Gibson, Class of 1931	Doctor of Science
<i>Teacher and Psychologist</i>	
Cynthia Clark Wedel	Doctor of Humane Letters
<i>Statesman of the Churches</i>	
Dorothy Nepper Marshall, Class of 1935	Doctor of Laws
<i>Administrator and Hispanist</i>	

SCHOOL FOR SOCIAL WORK DEGREES

CONFERRED AUGUST 1971

MASTER OF SOCIAL WORK

David Henry Alford, A.B., Hiram College
 Patricia Kay Allison, A.B., Randolph-Macon Woman's College
 Catherine Raezella Anderson, A.B., Occidental College
 George Anderson, B.A., Los Angeles State College
 Amy Claire Barkin, A.B., New York University
 Philippe Alexander Barrette, B.SOC.SC. University of Ottawa
 Ned Clay Bartee, A.B., William Jewell College
 Stephen Paul Berg, A.B., University of Illinois
 Virginia Lealyn Bestwick, A.B., Western Reserve University
 Caroline Sanders Birnberg, A.B., Radcliffe College
 Wilmatine Edwina Blake, A.B., Purdue University
 Darlene Marie Bojrab, A.B., Indiana University
 Peggy Jean Brickson, A.B., Baylor University
 Catherine Lee Brogan, A.B., Barnard College
 Virginia Ann Rauh Brush, A.B., Middlebury College
 Carol Dianne Bunnell, A.B., Michigan State University
 Dale Gilbert Campbell, B.A., George Fox College, B.D., New York Theological
 Seminary
 Betsy-Lea Tanner Casselman, A.B., Boston University
 Susan Gail Chadabe, A.B., Brandeis University
 Helen Elisabeth Bettman Cohen, A.B., Radcliffe College
 Linda L. Cohen, A.B., City College of the City University of New York
 Donna Jean Cole, B.S., Colorado State University
 Connie L. Converse, B.M.E., Wichita State University
 Mary DeOca Corwin, A.B., Hunter College of the City University of New York
 Linda Janet Davies, B.S., University of Wisconsin, M.R.E., Princeton Theological
 Seminary
 Dorothy Iris Davis, B.S., Texas Woman's University
 Louise DeCosta, B.A., University of Richmond
 Monica DeLiso, A.B., New York University
 Rhana Joyce Greenberg Dyme, A.B., Case Western Reserve University
 Mary Ellen Gleason Elder, A.B., Mount Holyoke College
 Stephen Day Ellis, A.B., Colgate University
 Susan Leigh Englander, A.B., University of Michigan
 June Rorke Fountain, A.B., Cornell University

DEGREES

- Sally Ruth Deas Germans, B.S., Spring Hill College
David Bruce Glenn, A.B., University of Chattanooga
Diane Toby Gordon, A.B., Brooklyn College of the City University of New York
Ira Gorman, A.B., Dartmouth College, A.M., Stanford University
Celia Handley Greaves, B.Sc., Queen Elizabeth College (University of London),
DIPLOMA IN APPLIED SOCIAL STUDIES, University College of South Wales and Monmouthshire
James Edward Hagan, B.A., New School for Social Research
Stephanie Susan Johnson Harper, B.A., Willamette University
Jane Silberstein Herzog, A.B., University of Pittsburgh
Joan O'Neil Johnson, B.S., Radford College
Peter Joseph Johnson, A.B., Wheeling College
Deborah Ann Kent, A.B., Oberlin College
Cynthia Kenward, A.B., University of California, Berkeley
Madeleine Louise Krebs, B.A., Mount Mary College
Anna Maria Lauterburg, DIPLÔME, ECOLE DE SERVICE SOCIAL (Geneva)
Nellie Elizabeth Bartelt Lyon, A.B., Miami University
Marcia Sprague Mabec, A.B., Boston University
Jae Ann Mahoney, B.A., University of New Hampshire
Leslie Anne Meyer, A.B., University of California, Santa Cruz
Letitia Laura Agnes Mary Nash, DIPLOMA, University of Dublin
Norma Iris Nelson, A.B., City College of New York
Gerald Barry Nurenberg, A.B., Northeastern University
Constance Marie Smith Ostis, S.B., Simmons College
Betty Byers Parham, A.B., Saint Augustine's College
Naomi Louise Parry, B.A., Franconia College
Ulla Elisabet Pettersson, DIPLOMA, Stockholm Graduate School of Social Work and Public Administration
Carol Gail Radov, A.B., Goucher College
Janna Rae Rios, B.A., University of Maryland
William Shepard Roberts, B.A., Bluefield State College
Margaret Ann Ryan, A.B., University of San Francisco
Jo-Anne Rosenberg Scheier, B.A., Fairleigh Dickinson University
Judith Elise Schlappi, B.S. IN ED., State College - Mansfield (Pennsylvania)
Venna Mulkraj Seth, B.A., University of Bombay, DIPLOMA IN SOCIAL WORK, School of Social Work, Institute of Social Service (Bombay)
Jean Marie Gordon Shea, A.B., Salve Regina College
Anne Page Shields, A.B., Randolph-Macon Woman's College
Sally Linda Smith, B.S., Suffolk University
Stephen Conrad Snell, B.A., Williams College
Francis Donald Spiro, A.B., Pace College

John Henry Steidl, A.B., Union College, B.D., Yale University
 Lucia Ewing Steidl, B.S., A.M., Columbia University
 Patricia Jean Steinberg, B.A., Wartburg College
 Evelynne LaMarris Swagerty, B.S., East Tennessee State University
 Jenifer Shinn Tait, A.B., Franklin College of Indiana
 Norma Jean Taylor, A.B., University of Cincinnati
 Phillis Jean Thompson, A.B., Kentucky State College - Frankfort
 Gale Moore Thurston, B.A., Wells College
 Lynn Constance Brand Tool, B.A., University of North Dakota
 Sarah Brock Wells, A.B., Syracuse University
 William Thomas Wilkins, III, A.B., Brown University
 Earnestine Lamone Williams, A.B., Dillard University
 Nancy Jean Witcomb, S.B., Simmons College
 Vivien Wai-Wan Wong, B.A., University of Oregon
 Eileen Marie Wurz, A.B., Nazareth College of Rochester
 Susan Johnson Yagodka, A.B., Miami University

DOCTOR OF SOCIAL WORK

Kloh-Ann Mayer Amacher, B.S., University of Oregon, M.S.W., University of California at Berkeley
 Edward Alexander Hanna, M.S.W., Michigan State University
 Sylvia Sue Yelton Kaneko, A.B., University of North Carolina, M.S.W., University of Hawaii
 Elsa Angela Marziali, B.A., University of Western Ontario, M.S.W., University of Ottawa
 David Michael Paradise, B.A., University of Minnesota, M.S.W., University of Illinois
 Arnold Rothstein, A.B., Los Angeles State College, M.S.W., University of Washington
 Ernie June Silcott, B.S., M.S.W., Louisiana State University

GRADUATE STUDY

Smith College offers to both men and women graduate work leading to the degrees of Master of Arts, Master of Arts in Teaching, Master of Music, Master of Fine Arts (Department of Theatre and Speech), Master of Education, Master of Education of the Deaf, and Master of Science in Physical Education, as well as a limited program leading to the degree of Doctor of Philosophy. In special one-year programs, students from foreign countries may qualify for a Certificate of Graduate Studies or a Diploma in American Studies. Ordinarily about one hundred and fifty students are registered for advanced instruction, which is available in most departments of the College and in various professional fields. These students fall into two categories: (1) degree and diploma candidates, and (2) special students registered for one or two courses. The registration of special students requires the approval of the instructor(s) concerned and the Director of Graduate Study.

Most graduate-level courses are planned for students who are candidates for the various Masters' degrees. The departments which offer this work present a limited number of graduate seminars, advanced experimental work, or special studies designed for graduate students. These courses carry numbers in the four hundreds (*e.g.*, 450) in the departmental listings of the *Courses of Study* of this catalogue. Advanced undergraduate offerings may be elected in accordance with the limitations stated in the paragraphs describing the requirements for the graduate degrees. Individual student programs are planned under the direction of departmental graduate advisers.

A cooperative Ph.D. program is offered by Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts in the following fields: the biological sciences, chemistry, French, geology, German, philosophy, physics, and Spanish. The degree is awarded by the University in cooperation with the institution in which the student has done his research for the dissertation. Students interested in this program should write to the Dean of the Graduate School, University of Massachusetts, Amherst, Massachusetts 01002.

ADMISSION

Entrance to the graduate program requires a bachelor's degree or its equivalent, an undergraduate record of high caliber, and acceptance by the department concerned. Applicants are urged to present their credentials in the spring of the year preceding registration but may apply as late as the first of September. Their credentials must include the formal application, an official transcript of the undergraduate record, and letters of recommendation from instructors at the undergraduate institution. In some cases, candidates may be asked to submit a paper written in an advanced undergraduate course. Correspondence should be addressed to the Secretary to the Committee on Graduate Study.

RESIDENCE REQUIREMENTS

Students who are registered for study at Smith College are considered to be in residence. To receive a degree a student must complete the equivalent of at least one academic year of full-time study at Smith College, which may include courses taken at one of the neighboring Valley colleges with approval of the Smith College department. It is expected that work for advanced degrees will be continuous; if it is interrupted, or undertaken on a part-time basis, an extended period is permitted with the limitation that all work for a Master's degree must be completed within a period of four years.

DEGREE PROGRAMS

DOCTOR OF PHILOSOPHY

One year of graduate study, proficiency in two appropriate foreign languages, and departmental approval are required for admission to candidacy for the degree of Doctor of Philosophy. The degree requires a minimum of three years' study beyond the bachelor's degree, including two years in residence at Smith College. A major requirement for the degree is a dissertation of publishable caliber based upon original and independent research. A cumulative grade average of B in course work must be maintained.

Each doctoral program is planned individually and supervised by a Guidance Committee composed of the thesis director and two other members of the faculty. The degree is offered at present in the Departments of the Biological Sciences, Chemistry, and Hispanic Studies (in Spanish). Specific aspects of these departmental programs are listed below.

Biological Sciences. It is expected that applicants will hold a Master's degree or its equivalent. Highly qualified students with little or no previous graduate work in the Biological Sciences may be accepted but they must fulfill the course requirements for the Master's degree in addition to such other requirements as are set by the Guidance Committee. Admission to candidacy in this department is achieved after passing written and oral examinations which are taken upon the completion of the student's course work. The dissertation must be defended at an oral examination.

Chemistry. A student may be admitted to candidacy after completion of a basic graduate curriculum which includes four approved semester courses distributed as follows: one in physical chemistry, one in organic chemistry, one in analytical chemistry, inorganic chemistry, or biochemistry, and one additional course in the field of specialization. At least three of these basic courses must be at the graduate level. With the approval of the Guidance Committee, work completed for a Master's degree may be counted toward the doctoral requirements. The minimum course re-

GRADUATE STUDY

quirements normally include the basic group mentioned above and additional elections at the graduate level to achieve the following distribution: two in physical chemistry, two in organic chemistry, one selected from analytical, inorganic or biochemistry, and at least two additional courses in the field of the thesis.

After being admitted to candidacy, the student takes a written comprehensive examination in those fields of chemistry which are pertinent to the area of specialization. The comprehensive examination must be passed at least six months prior to the final examination, which consists of an oral defense of the dissertation.

Hispanic Studies: Spanish. An applicant is expected to hold a Master's degree or its equivalent and will be asked to take a placement examination to assist the Guidance Committee in planning a course of study. Ten semester courses are required including two devoted to preliminary survey work related to the thesis. Within the ten required courses at least two must be in a Romance language other than Spanish, establishing a minor in that field. Grades of at least B must be obtained in the courses in the minor, and a written examination in the literary history of that language must be passed. A reading knowledge of Latin and German is also required.

Admission to candidacy is achieved after the Latin, German, and minor requirements are satisfied. The candidate must pass an oral and written General Examination on Spanish and Spanish-American literary history and Spanish linguistics. The thesis must be approved in subject and methodology by the Department and be defended at an oral examination.

MASTER OF ARTS

A candidate for admission to the Master of Arts program is normally expected to hold a Bachelor's degree and to have majored in the department concerned, although most departments will consider an applicant who has had some undergraduate work in the field and has majored in a related one. All such cases fall under the jurisdiction of the department. Prospective students who are in this category should address questions about specific details to the Committee on Graduate Study. With departmental approval, a student whose undergraduate preparation is deemed inadequate may make up any deficiency at Smith College.

Candidates for this degree must also offer evidence, satisfactory to the department concerned, of a reading knowledge of at least one foreign language commonly used in the field of study.

A minimum of eight semester courses of work in residence is required, of which at least four, including those in preparation of the thesis, must be of graduate level. The remaining four may be undergraduate courses (of intermediate or advanced level), but no more than two courses at the intermediate level are permitted. With the approval of the department, undergraduate seminars may be substituted for as

GRADUATE STUDY

many as three of the graduate level courses. To be counted toward the degree, all work including the thesis must receive a grade of at least B minus, but the degree will not be awarded to a student who has no grade above this minimum. The requirements described in this paragraph are minimal. Any department may set additional or special requirements and thereby increase the total number of courses involved.

A thesis is also required of each candidate for this degree. It may be limited in scope but must demonstrate scholarly competence; it is normally equivalent to one or two semester courses. Two typewritten copies must be presented to the Committee for deposit in the library. The thesis may be completed *in absentia* only by special permission of the department and of the Director of Graduate Study.

Although the requirements for this degree may be fulfilled in one academic year by well-prepared full-time students, most candidates find it necessary to spend three or four semesters in residence.

Particular features of the various departmental programs are given below. Except for the Departments of Physics, Psychology, and Sociology, which occasionally accept M.A. candidates under special circumstances, departments which are not listed do not offer this degree.

Art. A minimum of ten semester courses is required, of which two may be used for the thesis. Degree candidates must also take a comprehensive examination covering the whole of the history of art in the West. All 300- and 400-level courses may be applicable to the Master's degree subject to the approval of the Department's adviser of graduate study.

Biological Sciences. Candidates for admission should present work equivalent to an undergraduate major in the Biological Sciences as well as courses in related sciences. Programs for the Master's degree are designed to meet individual needs and ordinarily include the equivalent of two semester courses spent in research for the thesis. Opportunity for advanced study and research is offered in a wide variety of specializations within the Department. Graduate students are expected to participate in the departmental seminar in each year of residence.

Chemistry. The Bachelor's degree with a major in chemistry is usually required for admission to graduate work. The program for the Master's degree ordinarily includes the equivalent of two semester courses spent in research for the thesis, as well as two semester courses in both physical chemistry and organic chemistry. The program also includes work in inorganic chemistry, biochemistry, physics, and mathematics, depending on the field of the thesis.

Classics. A reading knowledge of Latin and Greek is required. Of the eight courses for the degree of Master of Arts, three may be taken in related courses in other departments, such as Art and History.

GRADUATE STUDY

Education and Child Study. At least three semester courses in Education above the freshman level should be included in the undergraduate training as well as supporting courses in child development and psychology or history and philosophy. Education 452a and a thesis are required. The remainder of the program is planned to meet the needs and interests of the individual student. Applicants should provide evidence of competence in research and submit scores for the Miller Analogies Test.

French. Candidates should have had an undergraduate major in French or its equivalent, although exceptions will be made in individual cases. All candidates should submit with their application a long paper in French.

Geology. Work at the undergraduate level should include experience in most of the following: invertebrate paleontology, mineralogy, petrology, structural geology, stratigraphy and sedimentation, and field geology; chemistry and mathematics are advisable as well as at least two semester courses in physics or zoology. Undergraduates who have majored in other sciences may be accepted by special arrangement with the Department.

German. The Department offers a Master of Arts program at the University of Hamburg designed primarily for Smith graduates with a major in German. It is under the general supervision of the Director of the Smith College Junior Year in Hamburg. A minimum of eight semester courses is required, one of which must be in the literature and language of an earlier period. They must also include a two-semester thesis, under the direction of a member of the Smith German Department, two seminars (or *Ubungen*), and four other courses at the University. A required comprehensive examination may be taken by the student upon returning to the United States.

Hispanic Studies: Spanish. At least six semester courses in college-level Spanish are required for admission. The program for the degree consists of ten semester courses including required courses in the history of the Spanish language, Spanish bibliography and literary methods, and a review of grammar, as well as a two-semester thesis. A general examination, both written and oral, on Spanish literary history and Spanish linguistics, is required.

Italian. Candidates should have had an undergraduate major in Italian, another Romance language, or English, and have a good reading knowledge of Italian. Students with other majors will be admitted if they have had enough courses in literature and related fields. The requirements for the Master's degree include eight semester courses at the graduate and advanced levels. Four of these courses must be in Italian.

Music. A candidate should have had at least nine semester courses in music at the undergraduate level. This work should include experience in theory (harmony, counterpoint, analysis), a general survey of music history, and acquaintance with some more specialized field of music literature. The candidate is expected to have

GRADUATE STUDY

a reading knowledge of French or German or Italian and sufficient performing skill to be able to use a score at the piano. An applicant whose training falls short of the above requirements may be asked to take the requisite undergraduate courses and will be urged to plan a two-year program.

Philosophy. A candidate should have had at least six semester courses in philosophy and three semester courses in closely related fields. A two-semester thesis is required.

Religion. A candidate should have completed undergraduate studies in cognate fields such as can satisfy the Department that he has the capacity for graduate work in religion. Additional competence in language may be required of a student who chooses a thesis topic in Biblical studies.

Russian. At least six semester courses in Russian language and supporting work in economics, government, history, or literature are required. A candidate should have a good knowledge of Russian literature, of the Russian classical writers, and of Russian political and social history. Candidates must take an oral examination to demonstrate their proficiency in the language before they begin their studies at Smith College. This can be done by means of tape recordings for applicants who live so far away that a personal interview is impractical.

Theatre and Speech. A candidate should have had at least four semester courses in Theatre, including work in aspects of Theatre outside the area of his specialization. The thesis may be based on research in one of the following fields: dramatic literature, dramatic criticism, or history of the theatre.

MASTER OF ARTS IN TEACHING

The degree of Master of Arts in Teaching is designed for prospective teachers in secondary schools. The M.A.T. program combines study in the field of the student's academic interest (the teaching field) with experience in teaching and the study of American education. Prospective candidates should have a superior undergraduate record, including approximately six semester courses in the subject of the teaching field, and should present evidence of personal qualifications for effective teaching. A reading knowledge of at least one foreign language is required. Applicants are asked to submit scores for the Miller Analogies Test.

The following departments actively cooperate with the Department of Education and Child Study in administering the M.A.T. program: Art, the Biological Sciences, Chemistry, Classics, English, French, Geology, History, Italian, Mathematics, Music, Physics, Russian, Theatre and Speech.

So far as possible, course elections are arranged to meet individual needs, both in the amount of practice teaching and in the distribution of course work between Education and the teaching field. The degree is normally earned in one academic year and one six-week summer session. A thesis is not required. Experienced teachers

GRADUATE STUDY

take a minimum of eight semester courses. Inexperienced teachers take a total of ten semester courses, including two in the Smith-Northampton Summer Intern-Teaching Program; in most cases the summer program should precede that of the academic year. The student without teaching experience takes a minimum of four semester courses in his teaching field and three semester courses in Education, including practice teaching. An experienced teacher takes a minimum of four semester courses in his teaching field and two semester courses in Education. Of the eight courses in the regular academic year, three should be at the graduate level and no more than two at the intermediate level. To qualify for a degree the candidate must obtain a grade of B or better in all courses or seminars, although a grade of C in one semester course may be permitted on departmental recommendation.

Brochures describing the M.A.T. and the Summer Intern-Teaching programs may be obtained from the Department of Education, Morgan Hall, 37 Prospect Street, Northampton, Massachusetts 01060.

MASTER OF EDUCATION

The program leading to the degree of Master of Education is designed for students who are planning to teach in nursery or elementary schools and those wishing to do advanced study in the fields of preschool and elementary education. The Department of Education and Child Study uses the facilities of two laboratory schools operated by the College. The public schools of Northampton and vicinity, as well as several private schools, also cooperate in offering opportunities for observation and practice teaching. Students who follow the Master of Education program will ordinarily complete the requirements for certification in the various states, including the fifth year required in some states.

Candidates for the degree of Master of Education are selected on the basis of academic aptitude and general fitness for teaching, and should have had a minimum of three semester courses in Education. In case of a deficiency in this requirement, examinations covering the subject may be taken. They should supply scores for the Miller Analogies Test and evidence of knowledge of a foreign language. Applicants without teaching experience are asked to submit a long paper on an educational topic. Applicants with teaching experience should submit a recommendation concerning their teaching.

Eight semester courses are required for this degree, but no thesis is required. Candidates take practice teaching or equivalent course work according to their teaching experience. Three courses should be at the graduate level and no more than two at the intermediate level. To be counted toward the degree, all work must receive a grade of at least B minus, but the degree will not be awarded to a student who has no grade above this minimum.

GRADUATE STUDY

MASTER OF EDUCATION OF THE DEAF

The Clarke School for the Deaf, in Northampton, and Smith College offer a co-operative program of study (one academic year and one summer) leading to the degree of Master of Education of the Deaf. The Smith College Bulletin describing the program may be obtained from The Clarke School for the Deaf, Round Hill Road, Northampton, Massachusetts 01060.

MASTER OF FINE ARTS

This program, offered by the Department of Theatre and Speech, provides specialized training to candidates who have given evidence of promise in one of the following areas: acting, design/technical, directing. It stresses advanced technical training in performance and production.

Twelve semester courses, including a creative project, the counterpart of the thesis demanded for the M.A. degree, and two years of residence are required. Two of the required courses must be in History, Literature, or Criticism.

MASTER OF MUSIC

This program offers concentration in performance or composition. The normal residence requirement is two years. Of the ten semester courses required, at least six must be at the graduate level. Four of these should be in the area of concentration. The performer presents a recital and a short paper on the subject of problems related to it. The composer presents a recital (or the equivalent) of original compositions. A balanced program will be worked out to meet the needs of the student. To count toward the degree, all work must receive a grade of at least B minus, but the degree will not be awarded to a student who has no grade above this minimum.

Graduate courses in Harpsichord, Piano, Organ, Voice, Violin, Viola, Violoncello, Wind Instruments may be taken more than once for credit.

MASTER OF SCIENCE IN PHYSICAL EDUCATION

The program leading to this degree is open to women who possess good personal qualifications for teaching and whose undergraduate preparation is judged satisfactory in content and quality. Specialization is permitted in adapted physical education, dance, or sports. Students who have completed the prerequisites listed below prior to admission may earn the degree of Master of Science in one year; others normally require two years.

Prerequisites. 1) Four semester courses chosen from bacteriology, chemistry, ex-

GRADUATE STUDY

perimental psychology, mathematics, nutrition, physics, and zoology. At least two of these must be in the biological sciences and should include human anatomy and physiology. 2) Three semester courses in education. 3) Four courses (or the equivalent) selected from Physical Education 400a or b, 405a, 405b, 410a, 415b, 460a, or 460b.

Requirements for the Degree. Candidates must complete a minimum of eight semester courses including the thesis with a grade of A or B.

Required courses for one-year students: 425a, 425b, 430a, 440a or b, 445a, 450 or 450a or 450b, and 455b. Required courses for two-year students include all the prerequisites and the courses required of one-year students.

Optional courses may replace certain of the required courses for students who have had similar or equivalent courses. They may be chosen from any of the physical education courses not specifically required or, with permission of the Physical Education Department, from offerings in the biological or physical sciences, education, music, psychology, theatre, and other related studies in the liberal arts.

Information about application procedures, tuition scholarships in physical education, part-time teaching positions, and other matters relating to the program is given in a brochure which may be obtained from Miss Jane A. Mott, Director of Physical Education, Smith College, Northampton, Massachusetts 01060.

NON-DEGREE PROGRAMS

CERTIFICATE OF GRADUATE STUDY

Certificate of Graduate Study is awarded to foreign students who have received undergraduate training in an institution of recognized standing and who have satisfactorily completed a year's program of study under the direction of the Committee on Graduate Study. This program must include at least seven semester courses completed with a grade of C or better. At least five of these courses should be above the intermediate level.

DIPLOMA IN AMERICAN STUDIES

This is a one-year program open only to foreign students of advanced undergraduate or graduate standing. It is designed primarily, although not exclusively, for young women who are teaching or who plan to teach some aspect of American culture and institutions. Candidates should have had at least two years' work, or the equivalent, in an approved foreign institution of higher learning and should furnish satisfactory evidence of mastery of spoken and written English.

The program consists of a minimum of six semester courses in related American fields, of which one must be a special advanced seminar.

HOUSING AND PERSONAL SERVICES

Housing. The Graduate House at 8 Bedford Terrace is close to the administration and academic buildings on the main campus. It is open to both men and women. Students holding scholarships or fellowships which include room and board are expected to live in college housing.

Health. Graduate students entering Smith College are required at the time of acceptance to submit a detailed health report from a physician. Blanks, which will be sent for this purpose, must be returned by the student to the Office of the College Physician. Transcripts of official college health service records are satisfactory if the record has been made within the year. Students may be requested to present themselves to the College Physician for examination soon after their arrival.

The College has its own insurance plan, underwritten by Blue Cross-Blue Shield, which gives the student unusual protection in the special circumstances of a residence college, in addition to protecting the student over a twelve-month period whether in residence at college or not. Participation in this plan is optional providing the student has protection under another plan and furnishes the Treasurer's Office with the name and address of the insurance carrier and the student's membership number.

All students holding fellowships, graduate assistantships, and scholarships are *required* to participate in a health insurance plan arranged by the College with a reputable insurance company unless similar insurance is already carried.

The health fee of \$50 pays for outpatient services. These include examination and treatment by the College physicians, and the use of the Student Counseling Service. Treatment includes some medicines, physical therapy in the form of ultra-violet irradiation and various forms of heat, injections for desensitization as requested by a student's own physician and, in addition, most immunizations needed for foreign travel. Some orthopedic appliances are available on loan.

Students may consult the College physicians Monday through Friday 8:30 A.M.-4:00 P.M., Saturday 9:00 A.M.-12:00 noon. If a student is injured, or is involved in an accident even without injury, he should report at once to the Infirmary.

Placement Service. Graduate students are urged to take advantage of the services of the Vocational Office, which assists students in finding positions and serves as a clearinghouse for letters of recommendation and other credentials of interest to prospective employers.

GRADUATE STUDY

FINANCES

TUITION AND OTHER FEES*

Tuition for full-time work, for the year	\$2,400.00
Room and board for the academic year †	1,400.00
Tuition for part-time work, per semester course	300.00
Accident and sickness insurance (optional but recommended)	80.00
Infirmity charge per day	55.00
Health fee (required for graduate students enrolled in three or more courses, teaching fellows, and other staff)	50.00
Registration fee (not refunded or credited)	5.00
Graduation fee	15.00

*Subject to change

†This does not include Christmas and spring recesses. A College house is open and accommodations are available at a moderate cost for those graduate students who wish to remain in Northampton during the spring vacation; *all* houses are closed during Christmas vacation.

FINANCIAL AID

The College offers a number of scholarships for graduate study. Amounts vary from \$500 to \$3,500 according to circumstances and the money available. It is understood that holders of these awards will not undertake remunerative employment without the permission of the Director of Graduate Study. Application forms may be obtained from the Secretary to the Committee on Graduate Study; completed applications are due February 15.

Several scholarships for foreign students cover the expenses of tuition, room, and board. Candidates should apply as early as November, if possible, to the Chairman of the Committee on Foreign Students, College Hall, Northampton, Massachusetts 01060, for application forms and details about required credentials; completed applications should be received by January 15.

Three scholarships covering tuition are available to students in the Department of Physical Education. Applications should be made by February 15 to the Director of Physical Education, Scott Gymnasium, Northampton, Massachusetts 01060.

Teaching fellowships and graduate assistantships are available in the science departments and also in the Departments of Education and Child Study, Music, and Theatre and Speech. These students carry a half-time graduate program, usually completing the requirements for a Master's degree in two years. The stipend at present is \$2,600 for the first year and \$2,800 for the second year, with tuition fees waived. Applicants should obtain forms from, and submit completed applications to,

the Secretary to the Committee on Graduate Study. Appointments are usually made early in March; however, later applications may be considered. Research fellowships are granted for work in various science departments as funds become available, stipends varying in accordance with the nature and length of the appointment. During the academic year the research fellow usually carries a half-time graduate program. These teaching and research fellowships and graduate assistantships are of particular value to students who are interested in further study or research, since they combine fellowship aid with practical experience and an opportunity to gain competence in a special field of study. In accepting one of these appointments, the student agrees to remain for its duration.

The income of the Florence Harriett Davidge Educational Fund is available for loans to graduate students after they have registered. Applicants must agree to begin annual payments on loans soon after completion of their work at Smith College.

Information concerning National Defense Education Act loans may be obtained from the Secretary for Loans in the Office of Financial Aid, College Hall, Smith College, Northampton, Massachusetts 01060. This office also has information about local employment opportunities for graduate students.

SMITH COLLEGE SCHOOL FOR SOCIAL WORK

THE FACULTY AND STAFF

KENNETH H. MCCARTNEY, PH.D.

EUNICE F. ALLAN, D.S.W.

ROGER ROWLES MILLER, D.S.W.

HELEN PINKUS, D.S.W.

KENNETH A. ABBOTT, D.S.W.

SOPHIE GLEBOW, D.S.W.

ANNA MARGARET MACLAUCHLIN, M.S.S.

HERBERT M. ROSENFELD, D.S.W.

JOAN HATCH SHAPIRO, M.S.W.

KLOH-ANN M. AMACHER, D.S.W.

FIDELE A. MALLOY, M.ED.

JANE L. MONOHON, B.A.

ANN B. CORLEIS, A.B.

DOROTHY M. LAFLEUR

DOROTHY A. NAGLE

NORMA C. YOUNG

Dean and Professor of Economics
Professor of Social Work and Director of
Treatment Methods Sequence
Professor of Social Work and Director
of Research Methods Sequence
Professor of Social Work
and Director of Field Work
Associate Professor of Social Work
Associate Professor of Social Work
Associate Professor of Social Work,
Director of Admission, and
Chairman of Human Behavior Sequence
Associate Professor of Social Work
Associate Professor of Social Work and
Chairman of Social Policy Sequence
Assistant Professor of Social Work
Assistant to the Dean and Registrar
Assistant to the Dean for Financial Affairs
Administrative Assistant
Administrative Assistant
Administrative Assistant
Administrative Assistant

ORGANIZATION OF THE SCHOOL

The Smith College School for Social Work was organized in 1918 as a graduate school in which to prepare psychiatric social workers for the war emergency. During 1918 and 1919 an intensive course of theory and a period of supervised practice were given to those who were graduated. They at once found their places in hospitals and social agencies. It was soon recognized that an approach to problems of social maladjustment through an understanding of the personalities involved was valid for every form of social casework. The Smith School therefore continued after the war emergency as a graduate professional school of social work and became a charter member of the Council on Social Work Education.

The first decade of the growth of the School corresponded to the period when the mental hygiene movement was enlarging its scope to include greater focus on mental illness and mental defect, prevention of delinquency, and the development of child guidance clinics. Psychiatric social workers were then eagerly sought for

hospitals, community clinics, and for preventive mental hygiene work in courts, schools, and the public services. There is an even greater demand for today's graduates, who have a rich range of professional opportunities, under both governmental and voluntary auspices, in many fields of practice, including child guidance clinics and child welfare services, delinquency and correctional programs, family counseling services, hospital and rehabilitation centers, psychiatric clinics, public assistance programs, and school social work departments.

MASTER OF SOCIAL WORK

Educational Plan

The educational plan of the Smith College School for Social Work is based on the premise that there is a basic core of knowledge and skill in social work which transcends the specializations. The educational program is so planned as to offer sound orientation in the broad aspects of social work and the development of professional competence in clinical practice. Graduates are prepared to hold casework positions in a wide variety of private and public agencies and to advance to supervisory and administrative responsibilities.

Block Plan

The course of study is organized on the block plan, which is a systematic program consciously designed to integrate theory and practice through a carefully devised sequence of two or three summer sessions of continuous academic work and one or two intervening winter sessions of continuous field work.

Plan A covers three summer sessions in academic study on the Smith campus and two winter field work sessions in agencies selected by and responsible to the School for the provision of a sound educational experience.

Plan B covers two summer sessions of academic study at the School and an intervening winter session in field work. It is designed for students who have had adequate graduate preparation or satisfactory supervised employment in an approved casework agency.

The plan provides continuity within academic work to assure attainment of a uniform grasp of theory. The various courses taken at one time are arranged in natural clusters and sequences, forming parts of an integrated whole so that fundamental concepts flow from one course to another. The resultant freedom from other distractions and the opportunity to give full attention to the assimilation of theoretical content promote acceleration of learning.

SCHOOL FOR SOCIAL WORK

Summer Session

Courses taken during the summer academic sessions are divided into four curriculum sequences: (1) Treatment Methods; (2) Human Behavior and Social Environment; (3) Social Policy; and (4) Research Methods.

Clinical skills are developed in the Treatment Methods Sequence in courses which draw on psychoanalytic theories of personality development and those theories which explain the manner in which economic and sociocultural factors interact with psychological phenomena to influence human functioning. Throughout the courses, consideration is given to a helping process directed toward mobilization of the client's and community's resources in the interest of an individual's increased autonomy and more rewarding functioning. Initially, emphasis is placed on assessment of psychosocial forces and uses of tangible resources followed by gradually increased attention to the less visible psychological factors and the discriminate use of the therapeutic relationship as a major treatment instrument. With this foundation assured in individual-oriented treatment skills, opportunities are made available to explore therapeutic methods geared to the special language of children and to larger units of family and non-kinship groups.

The Human Behavior and Social Environment Sequence provides the student with a clear and comprehensive understanding of the biopsychosocial factors which influence human development and behavior throughout the life cycle. The student is helped to begin the process of integrating knowledge of his psychiatry, psychology, and the social sciences.

The objective of the Social Policy Sequence is to foster the student's knowledge about and interest in broad social welfare issues and have a vital bearing on the planning, organization, integration, and distribution of social services. Developmental and analytic perspectives are combined to (a) provide basic knowledge of the existing structure of social welfare provisions; (b) promote attitudes of critical inquiry based upon knowledge of existing structure for social welfare provisions; (c) foster the ability to evaluate and utilize appropriate social policy materials; (d) develop skill in analyzing social problems and assessing the comparative value of proposed programs for the prevention, alleviation, and solution of these problems; and (e) enhance the student's commitment toward constructive efforts at planned social change and in doing so, to understand the relationship between micro and macro change efforts.

The course work in the Research Methods Sequence is intended to help the graduate student develop useful connections between social inquiry and professional issues. To accommodate the differences in relevant background of students, three tracks of study are available: (a) an organized, didactic, formal course for students with limited preparation in scientific methods and research methodology; (b) a work-

shop; and (c) a tutorial program of advanced study for students who can build on prior learning in this study area.

Integration of the total curriculum is achieved by arranging a meaningful sequence of course units within each academic session and through successive sessions. The curriculum consists of a combination of lecture and seminar courses. All courses in treatment methods are taught on a seminar basis, and there is opportunity for class participation in the lecture courses. Emphasis is placed on the student's taking initiative for his own learning in order to enhance his capacity for the type of independent, critical, and creative thinking that characterizes the truly professional person. Living together on the Smith College campus during the summer academic sessions encourages productive group thinking, lively discussion of current professional and social issues, and assimilation and exchange of experiences gained during the winter field practice periods.

Winter Session

Field work, as an integral part of the curriculum, carries academic credit. Students are assigned to agencies in small groups for a long and continuous practice period. This enables the student to become a participating member of the agency and community, and furthers the development of professional attitudes. Responsible participation under supervision during the field work gives opportunity to develop competence and self-reliance in clinical practice.

The student is expected to take responsibility for a substantial amount of independent reading in casework, psychiatry, social science, and social welfare.

During the first placement period, Plan A students participate in the Community Practicum. In this field experience students apply the theory and analytical approaches presented in academic courses to the context of a specific community.

During the second field work period, research projects are selected and developed under the guidance of members of the School faculty.

Continuous supervision from the School is maintained throughout the field work period by regular visits of faculty.

Students are placed for a continuous field work period of eight and one-half months in sixty-seven carefully selected agencies in fifteen cities. The block plan of training frees the School in the choice of agencies without geographic limitation. Agencies selected include family services, child guidance and mental health clinics, hospitals, and child placement agencies, under private and public auspices. Agencies affiliated with the School accept responsibility for carrying on an educational program, and in conjunction with the School select qualified supervisors who act as auxiliary faculty in field instruction.

SCHOOL FOR SOCIAL WORK

Degrees

The Trustees of Smith College, on the recommendation of the faculty, grant the degree of Master of Social Work (M.S.W.) on the following conditions: (a) completion of the residence period, namely, five sessions of full-time study for Plan A students, and three sessions for Plan B students; (b) satisfactory completion of the courses required, unless exempted by examination, when advanced work may be substituted; (c) satisfactory completion of a research project. Information concerning the Doctor of Social Work (D.S.W.) is given on page 281.

Admission

The Smith College School for Social Work is open to men and women graduates of approved colleges who have completed at least twenty semester hours in the social and biological sciences. The School *Catalogue* will be sent upon request. Inquiries and requests for applications for admission should be addressed to the Committee on Admission, Smith College School for Social Work, Northampton.

Expenses

The tuition for each summer session is \$350 for students in the Master of Social Work Program and \$450 for those in the Program of Advanced Study. Room and board for this ten-week period is \$300. For each winter session the fee is \$500.

During the periods of field work the students may not accept salaried positions. The College assumes no responsibility for their maintenance.

Financial Assistance

All financial aid awards, administered by the School, are based on need. No qualified candidate should be discouraged from making application because of financial limitations.

Scholarships

A number of stipends and scholarships are available for students accepted by the School. For example, several field work agencies grant scholarships to apply toward maintenance. A number of stipends of \$1,800 to \$3,200 are granted, upon recommendation of the School, by the United States Department of Health, Education, and Welfare and other governmental agencies. No qualified candidate should be discouraged from making application because of financial limitations.

Seminars

The School offers a series of two-week seminars in June, open to experienced social workers and limited to twenty-five members. The seminars are conducted on the discussion method under the leadership of outstanding practitioners.

SCHOOL FOR SOCIAL WORK

Calendar 1973-1975

Session I	June to September 1973
Session II	September 1973 to June 1974
Session III	June to September 1974
Session IV	September 1974 to June 1975
Session V	June to September 1975

PROGRAM OF ADVANCED STUDY

The Program of Advanced Study is open to graduates of approved schools of social work who, following graduation, have demonstrated substantial growth in clinical competence and technical knowledge of practice. A minimum of three years of casework experience is recommended as a foundation for advanced clinical study, but consideration can be given to applicants with less experience who have demonstrated exceptional clinical talent. The Program consists of a third postgraduate year of clinical study and practice leading to a diploma, and a clinical doctorate leading to the degree of Doctor of Social Work (D.S.W.). Each program constitutes an educational entity directed toward distinguishable goals, and it is not possible to transfer from the Third-Year Diploma Program to the doctoral sequence. Financial aid is available for qualified students.

Third-Year Diploma

This sequence offers formal course instruction, supervised clinical experience, and independent study. Seminars in casework and psychiatry are designed to improve the student's mastery of casework principles through a deepened understanding of the dynamics of personality and social environment and methods of treatment. Seminars in teaching method and administrative process examine the educational and psychological principles involved. Agencies, clinics, and hospitals that are outstanding as teaching centers are used for field work.

Doctor of Social Work

The doctoral sequence, which includes three summers and two winters, is oriented to the advanced preparation of casework practitioner-investigators. The program of study offers formal course instruction, supervised clinical practice, clinical research training, and opportunity to pursue a formal independent investigation. Designed to enhance career efforts to discover and articulate knowledge about practice theory and methods, this sequence includes additional special seminars in social science and research.

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Smith College is accredited by the New England Association of Schools and Colleges. The Association accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators. Colleges support the efforts of public school and community officials to have their secondary schools meet the standards of membership.

SUGGESTED FORMS OF BEQUESTS

The particular form of a bequest clause will be determined by the type of bequest (specific, residual, contingent, etc.) and its purpose (endowment, restricted, unrestricted, etc.). Although it is possible to designate a specific purpose for a bequest, the functions and needs of the College do change in time. It is recommended, therefore, that a specific purpose be stated as a preference with the final determination to be left to the discretion of the Trustees of the College.

UNRESTRICTED BEQUEST

"I bequeath to The Trustees of the Smith College, a charitable corporation established by law at Northampton in the Commonwealth of Massachusetts, the sum of dollars, to be used for the College's general purposes."

ENDOWMENT GIFT, INCOME UNRESTRICTED

"I devise and bequeath to The Trustees of the Smith College, a charitable corporation established by law at Northampton in the Commonwealth of Massachusetts, (insert here the amount in dollars, complete description of the securities, real estate or other property) to be known as the Fund, the principal to be added to the endowed funds of the College, and the net income therefrom, and such portion of the gains as determined by The Trustees, to be used for the general purpose of the College."

ENDOWMENT GIFT, INCOME RESTRICTED

"I devise and bequeath to The Trustees of the Smith College, a charitable corporation established by law at Northampton in the Commonwealth of Massachusetts, (insert here the amount in dollars, complete description of securities, real estate or other property) to be known as the Fund, the principal to be added to the endowment funds of the College, and the net income therefrom, including such portion of the gains as determined by the Trustees, to be used to (insert here how donor wishes income to be used, for example, scholarship aid, faculty salaries, or instruction in a particular field).

"If, in the succeeding years, circumstances have changed sufficiently in the opinion of the Board of Trustees to make it impractical to continue using the funds for the above purpose, the Trustees then may use the income, principal or both of the fund for such other purpose or purposes which, in the opinion of the Trustees, will then most nearly carry out my wishes as stated above."

RESIDUARY CLAUSE

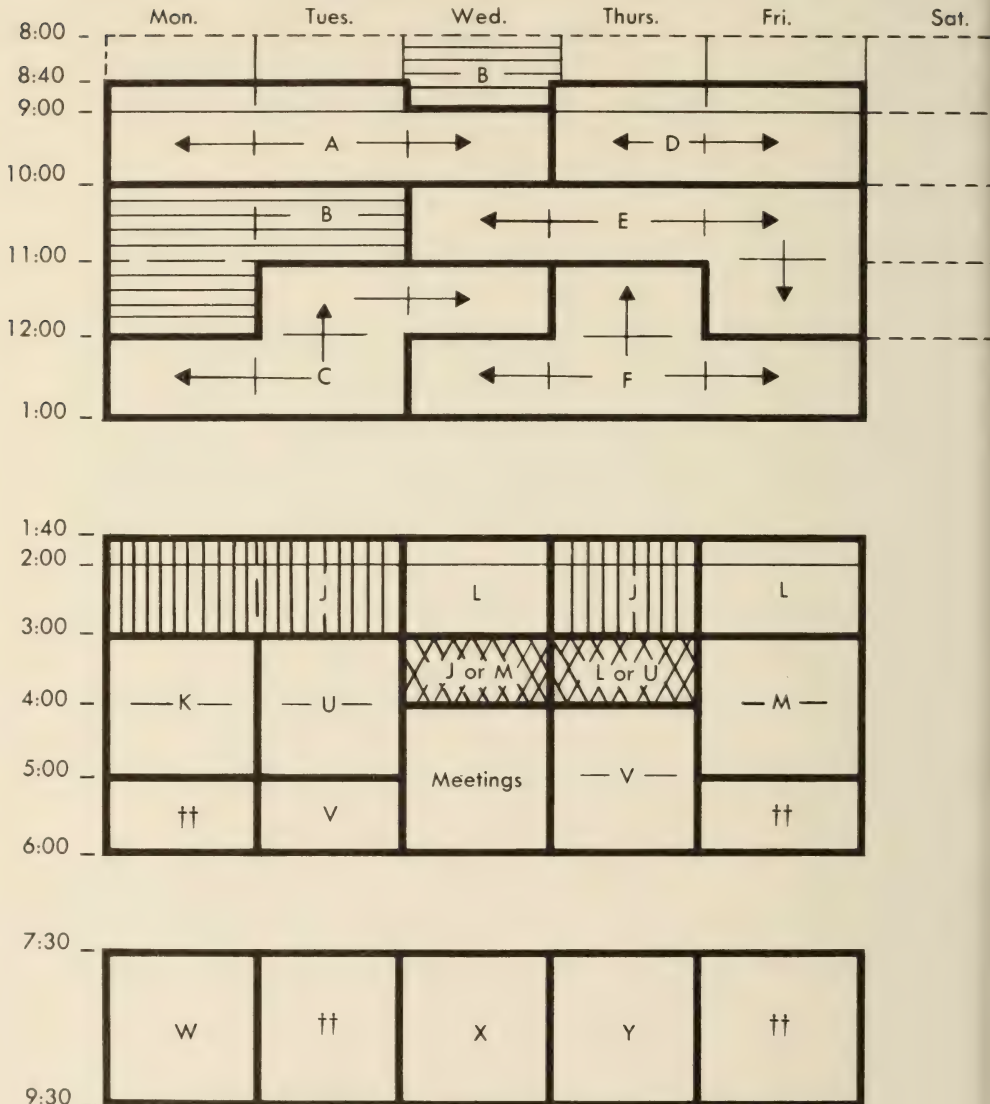
"I devise and bequeath to The Trustees of the Smith College, a charitable corporation established by law at Northampton in the Commonwealth of Massachusetts, all (or specify a portion) of the rest, residue and remainder of my estate, whether real, personal or mixed, however and whenever acquired and wherever located, to be used (specify how bequest is to be used)."

CONTINGENCY CLAUSE

". . . If any of the above named beneficiaries should predecease me, then I devise and bequeath to The Trustees of the Smith College, a charitable corporation established by law at Northampton in the Commonwealth of Massachusetts, all the property, real or personal, which said beneficiary or beneficiaries would have received had they survived me."

CLASS SCHEDULE

Students may not elect more than one course in the time blocks outlined in the chart, except in rare cases which involve no conflict.



††Reserved for College assemblies, concerts, lectures, and other events.



1973-1974
CATALOGUE

MITH COLLEGE BULLETIN

SMITH COLLEGE NORTHAMPTON
MASSACHUSETTS

INQUIRIES AND VISITS

Inquiries concerning Smith College may be made of the following officers and their staffs, either by mail, telephone, or by interview. The post office address is Northampton, Massachusetts 01060. The telephone number is (413) 584-2700.

ADMISSION OF STUDENTS: *Director of Admission*

FINANCIAL AID & STUDENT EMPLOYMENT: *Theodora S. Foster, Director of Financial Aid*

FOREIGN STUDENTS: *Iole F. Magri, Chairman of the Committee*

GRADUATE STUDY & FELLOWSHIPS: *Director of Graduate Study*

ACADEMIC STANDING:

Class of 1977, Margaret S. Zelljadt

Class of 1976, Jean C. Cohen

Classes of 1974 and 1975, Patricia C. Olmsted, Assistant Dean

RESIDENCE & GENERAL WELFARE OF STUDENTS: *Helen L. Russell, Dean of Students*

HEALTH OF STUDENTS: *Dr. Vera A. Joseph, College Physician*

PAYMENT OF BILLS: *Robert L. Ellis, Treasurer*

TRANSCRIPTS & RECORDS: *Helen B. Bishop, Registrar*

DEVELOPMENT: *Jett D. Thomas, Director*

PUBLICATIONS & PUBLIC RELATIONS: *Mary E. McDougale, Secretary of the College*

SCHOOL FOR SOCIAL WORK: *Kenneth H. McCartney, Dean of the School*

ALUMNAE AFFAIRS: *Gertrude R. Stella, Executive Director, Alumnae Association*

ALUMNAE REFERENCES: *Mary D. Albro, Director of the Vocational Office*

Visitors are always welcome at the College. Student guides, whose headquarters are College Hall 2, are available for conducting tours of the campus. Their services may be reserved in advance by application to the Board of Admission.

Candidates for admission and pre-college students are urged to secure appointments in advance with the Director or Associate Director of Admission and, if they are interested in scholarship and self-help opportunities, with the Director of Financial Aid.

Administrative offices in College Hall are open Monday through Friday from 8:30 A.M. to 4:30 P.M. At other times, including holidays, officers and staff are available only if an appointment is made in advance.

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1973

1974

1975

JULY	JANUARY	JULY	JANUARY
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
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NOVEMBER	MAY	NOVEMBER	MAY
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DECEMBER	JUNE	DECEMBER	JUNE
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COLLEGE CALENDAR, 1973-74

FIRST SEMESTER

THURSDAY, SEPTEMBER 6, 7:00 P.M.	Freshman Class Meeting (Attendance is required.)
SUNDAY, SEPTEMBER 9, 7:30 P.M.	Opening Convocation (Attendance is required.)
MONDAY, SEPTEMBER 10, 8:40 A.M.	Classes begin
FRIDAY, SEPTEMBER 21	Last Day for changing Grading Option in First Semester and Year Courses
MOUNTAIN DAY (<i>holiday</i>)	To be announced by the President
FRIDAY, OCTOBER 12, 5:00 P.M. - WEDNESDAY, OCTOBER 17, 12:00 NOON	Autumn Recess
WEDNESDAY, NOVEMBER 21, 12:00 NOON - MONDAY, NOVEMBER 26, 8:40 A.M.	Thanksgiving Vacation
WEDNESDAY, NOVEMBER 28 - TUESDAY, DECEMBER 4	Course Registration for the Second Semester of 1973-74
FRIDAY, NOVEMBER 30	Last Day for dropping or entering First Semester or Year Courses
SATURDAY, DECEMBER 15 THROUGH MONDAY, DECEMBER 17	Pre-examination Study Period
TUESDAY, DECEMBER 18 - FRIDAY, DECEMBER 21	First Semester Final Examinations
FRIDAY, DECEMBER 21, 5:00 P.M. - MONDAY, JANUARY 7, 8:40 A.M.	Winter Vacation

INTERTERM PERIOD

MONDAY, JANUARY 7 - FRIDAY, JANUARY 25

SECOND SEMESTER

MONDAY, JANUARY 28, 8:40 A.M.	Classes begin
FRIDAY, FEBRUARY 8	Last Day for changing Grading Option in Second Semester Courses
WEDNESDAY, FEBRUARY 27	Rally Day
FRIDAY, MARCH 22, 5:00 P.M. - WEDNESDAY, APRIL 3, 8:00 A.M.	Spring Vacation
WEDNESDAY, APRIL 24	Last Day for dropping or entering Second Semester Courses
MONDAY, APRIL 29 - FRIDAY, MAY 3	Course Registration for the First Semester of 1974-75
THURSDAY, MAY 9 - MONDAY, MAY 13	Pre-examination Study Period
TUESDAY, MAY 14 - FRIDAY, MAY 17	Final Examinations
SUNDAY, JUNE 2	Commencement

THE BOARD OF TRUSTEES

THOMAS CORWIN MENDENHALL, B.LITT., PH.D., LL.D., L.H.D., *President* Northampton

*Term
expires*

1974	ELIZABETH REIMANN BODINE, M.A.	Philadelphia, Pennsylvania
1974	ANN MILLSPAUGH HUFF, A.B.	Hopedale, Massachusetts
1974	ANNE DALRYMPLE HULL, A.B.	Washington, D.C.
1974	NANCY A. LEAMOND, A.B.	Millburn, New Jersey
1974	WALLACE T. MACCAFFREY, PH.D.	Cambridge, Massachusetts
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1975	MARGARET T. CLARK, A.B.	Colorado Springs, Colorado
1975	VIRGINIA DOUGHERTY GLOVER, A.B., <i>Chairman</i>	Washington, D.C.
1975	ROBERT M. MORGENTHAU, LL.B., LL.D.	New York City
1975	JANE C. WRIGHT, M.D., D. MED. SC.	New York City
1976	LOUIS J. HECTOR, LL.B.	Coconut Grove, Florida
1976	FAITH CONANT PLUMB, A.B.	St. Louis, Missouri
1977	LUCY BLACK CREIGHTON, PH.D.	Denver, Colorado
1977	RICHARD GORDON LEAHY, PH.D.	Cambridge, Massachusetts
1977	RICHARD H. VAUGHAN, M.B.A.	Wayzata, Minnesota
1978	EDITH HOPKINS HOVER, A.B.	Short Hills, New Jersey

FLORENCE MACDONALD, A.B., *Secretary* Northampton

ROBERT LEE ELLIS, M.B.A., *Treasurer* Northampton

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FACULTY

THOMAS CORWIN MENDENHALL, B.LITT., PH.D., LL.D., L.H.D.	<i>President and Professor of History</i>
LAURA WOOLSEY LORD SCALES, B.L., L.H.D., LITT.D.	<i>Warden Emeritus (1944)</i>
H. LOUISA BILLINGS, A.M.	<i>Associate Professor Emeritus of Physics (1947)</i>
SUSAN MILLER RAMBO, PH.D.	<i>Professor Emeritus of Mathematics (1948)</i>
ELEANOR SHIPLEY DUCKETT, PH.D. D.LITT., L.H.D.	<i>Professor Emeritus of Classical Languages and Literatures (1949) and Sophia Smith Fellow</i>
ELIZABETH FAITH GENUNG, M.S. IN AGR.	<i>Associate Professor Emeritus of Bacteriology (1950)</i>
ABBIE MABEL O'KEEFE, M.D.	<i>Associate Physican Emeritus (1950)</i>
ESTHER LOWENTHAL, PH.D.	<i>Professor Emeritus of Economics (1952)</i>
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VERA A. SICKELS, A.M.	<i>Professor Emeritus of Speech (1953)</i>
MYRA MELISSA SAMPSON, PH.D.	<i>Professor Emeritus of Zoology (1955)</i>
MARY ELLEN CHASE, PH.D., LITT.D., L.H.D.	<i>Professor Emeritus of English Language and Literature (1955)</i>

Explanation of marks before an individual's name:

†absent for the year
 *absent for the first semester
 **absent for the second semester

§Director of a Junior Year Abroad
¹appointed for the first semester
²appointed for the second semester

FACULTY

MIGUEL ZAPATA Y TORRES, PH.D.	<i>Associate Professor Emeritus of Spanish Language and Literature (1957)</i>
WILLIAM BEAUMONT SCATCHARD, B.MUS., B.S.	<i>Associate Professor Emeritus of Music (1957)</i>
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C. PAULINE BURT, PH.D., SC.D. (HON.)	<i>Professor Emeritus of Chemistry (1958)</i>
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SIDNEY RAYMOND PACKARD, PH.D., JUR.D. (HON.), L.H.D.	<i>Professor Emeritus of History (1961) and Sophia Smith Fellow</i>
RUTH LEE KENNEDY, PH.D.	<i>Professor Emeritus of Spanish Language and Literature (1961) and Sophia Smith Fellow</i>
SAMUEL ATKINS ELIOT, A.B.	<i>Professor Emeritus of Theatre (1961)</i>
RENÉ GUIET, DOCTEUR DE L'UNIVERSITÉ DE PARIS	<i>Professor Emeritus of French Language and Literature (1961)</i>
MARGARET HILL PEOPLES, PH.D.	<i>Professor Emeritus of French Language and Literature (1961)</i>
MARTHE STURM, LIC. ÈS. L., DIPLÔME D'ÉTUDES SUPÉRIEURES	<i>Professor Emeritus of French Language and Literature (1961)</i>
RUTH ELIZABETH YOUNG, A.M.	<i>Professor Emeritus of Italian Language and Literature (1961)</i>
ELISABETH KOFFKA, PH.D.	<i>Professor Emeritus of History (1961)</i>
CATHERINE A. PASTUHOVA, PH.D.	<i>Associate Professor Emeritus of Russian Language and Literature (1961)</i>

FACULTY

JEANNE SEIGNEUR GUIET, M.A.	<i>Assistant Professor Emeritus of French Language and Literature</i> (1961)
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VINCENT GUILLTON, AGRÉGÉ DE L'UNIVERSITÉ	<i>Professor Emeritus of French Language and Literature</i> (1962)
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BIANCA DEL VECCHIO, DIPLOMA DI MAGISTERO	<i>Professor Emeritus of Music</i> (1963)
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MICHELE FRANCESCO CANTARELLA, A.M.	<i>Professor Emeritus of Italian Language and Literature</i> (1964)
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ERNEST CHARLES DRIVER, PH.D.	<i>Professor Emeritus of Zoology</i> (1965)

FACULTY

MARINE LELAND, PH.D., LITT.D. (HON.)	<i>Professor Emeritus of French Language and Literature</i> (1965)
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HENRY-RUSSELL HITCHCOCK, A.M., D.F.A. (HON.)	<i>Professor Emeritus of Art</i> (1968)

FACULTY

LOIS EVELYN TE WINKEL, PH.D.	<i>Professor Emeritus in the Biological Sciences (1968)</i>
ESTHER CARPENTER, PH.D., D.SC. (HON.)	<i>Professor Emeritus in the Biological Sciences (1968) and Sophia Smith Fellow</i>
JEAN STRACHAN WILSON, PH.D.	<i>Professor Emeritus of History (1968)</i>
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GRACE PAULINE ASSERSON, A.B.	<i>Director Emeritus of the Employment Office (1971)</i>
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PRISCILLA PAINE VAN DER POEL, A.M.	<i>Professor Emeritus of Art (1972)</i>
MARSHALL SCHALK, PH.D.	<i>Professor Emeritus of Geology (1972)</i>
ALICE NORMA DAVIS, A.B.	<i>Director Emeritus of the Vocational Office (1972)</i>
PAUL DOUGLAS DAVIS, B.S. IN C.E.	<i>Superintendent Emeritus of Buildings and Grounds (1972)</i>

FACULTY

HELEN WHITCOMB RANDALL, PH.D.	<i>Professor Emeritus of English Language and Literature (1973)</i>
MAX SALVADORI, DR.SC. (POL.), LITT.D.	<i>Professor Emeritus of History (1973)</i>
ELSA MARGAREETA SIIPOLA, PH.D.	<i>Professor Emeritus of Psychology (1973)</i>
MORRIS LAZEROWITZ, PH.D.	<i>Professor Emeritus of Philosophy (1973)</i>
ELIZABETH DOROTHY ROBINTON, PH.D.	<i>Professor Emeritus in the Biological Sciences (1973)</i>
<hr/>	
MARY DE WOLF ALBRO, A.B.	<i>Director of the Vocational Office</i>
†ADRIENNE AUERSWALD, A.M.	<i>Professor of Music</i>
ROBERT TABOR AVERITT, PH.D.	<i>Professor of Economics</i>
LEONARD BASKIN, B.A., L.H.D., D.F.A. (HON.)	<i>Professor of Art</i>
BILLIE RAE BOZONE, M.A.L.S.	<i>College Librarian</i>
*CARL JOHN BURK, PH.D.	<i>Professor in the Biological Sciences</i>
CHARLES SCOTT CHETHAM, PH.D.	<i>Professor of Art and Director of the Smith College Museum</i>
ELY CHINOY, PH.D.	<i>Mary Huggins Gamble Professor of Sociology and Anthropology</i>
GEORGE COHEN	<i>Professor of Art</i>
**LOUIS COHN-HAFT, PH.D.	<i>Professor of History</i>
KENNETH AMOR CONNELLY, JR., PH.D.	<i>Professor of English Language and Literature</i>
BRUCE THEODORE DAHLBERG, B.D., PH.D.	<i>Professor of Religion and Biblical Literature</i>
GEORGE WARREN DE VILLAFRANCA, PH.D.	<i>Professor in the Biological Sciences</i>
ALICE B. DICKINSON, PH.D.	<i>Professor of Mathematics and Dean of the College</i>
**GEORGE EDWARD DIMOCK, JR., PH.D.	<i>Professor of Classical Languages and Literatures</i>

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ANTHONY T. ALLEGRO, M.A.	<i>Instructor in Hispanic Studies</i>
MARY ELLEN BIRKETT, A.B., M.PHIL.	<i>Instructor in French Language and Literature</i>
THOMAS ELDER, M.F.A.	<i>Instructor in Theatre and Speech</i>
NAN HAUGEN, M.S. IN PHY.ED.	<i>Instructor in Physical Education</i>
JEFFREY ALAN HORN, A.M.	<i>Instructor in French Language and Literature</i>
AMY KAISER, A.M.	<i>Instructor in Music</i>
RICHARD ARAM KESHISHIAN, M.F.A.	<i>Instructor in Theatre and Speech</i>
DAVID CLAY LARGE, M.A.	<i>Instructor in History</i>
JAROSLAW VOLODYMYR LESHKO, A.M.	<i>Instructor in Art</i>
EUGENIE MALEK, M.S.	<i>Instructor in Music</i>
MARY LYNN McDougall, M.A.	<i>Instructor in History</i>
GARY L. NISWONGER, M.F.A.	<i>Instructor in Art</i>

FACULTY

ARTHUR SHATTUCK PARSONS, M.C.P., M.A.	<i>Instructor in Sociology and Anthropology</i>
ALTHEA MITCHELL WAITES, MUS.M.	<i>Instructor in Music</i>
JOAN WESTON, M.S. IN PHY.ED.	<i>Instructor in Physical Education</i>
MARGARET SKILES ZELJADT, A.M.	<i>Instructor in German Language and Literature and Dean of the Class of 1977</i>
<hr/>	
MELISSA SUZANNE COBOURN, B.S. IN H.P.E.	<i>Instructor in Physical Education</i>
MAZIE LIVINGSTON COX, M.ARCH.	<i>Instructor in Art</i>
ADRIANNE GREENBAUM, M.M.	<i>Instructor in Music</i>
CAREY MADDEN HOUSE, B.S. IN PHY.ED.	<i>Instructor in Physical Education</i>
ANDREA GAIL MATTSON, M.A.	<i>Instructor in German Language and Literature</i>
<hr/>	
JEAN CARL COHEN, PH.D.	<i>Research Associate in Psychology and Dean of the Class of 1976</i>
MARTHA TEGHTSOONIAN, PH.D.	<i>Research Associate in Psychology</i>
KRYSZYNA HELENA JAWOROWSKA	<i>Assistant in Astronomy</i>
ELISABETH SCHOUVALOFF, A.B.	<i>Assistant in Russian Language and Literature</i>
² VIRGINIA WHITE, B.SC.	<i>Assistant in Chemistry</i>
<hr/>	
REGGIE TOWERS ANDERSON, A.B.	<i>Teaching Fellow in Education and Child Study</i>
KAREN LEE BARLOW, B.A.	<i>Teaching Fellow in Physical Education</i>
BRENDA JO BREDEMEIER, B.S., B.A.	<i>Teaching Fellow in Physical Education</i>
DEBORAH K. COBURN, B.A.	<i>Teaching Fellow in Physical Education</i>
SUSAN PATRICIA DAVIS, B.S.	<i>Teaching Fellow in Physical Education</i>
ERIC CHRISTIAN FINK, B.A.	<i>Teaching Fellow in Chemistry</i>
ANNE CLYDE GORDON, B.S.	<i>Teaching Fellow in Education and Child Study</i>
ELAINE J. LANGLOIS, M.A.T., M.A.	<i>Teaching Fellow in the Biological Sciences</i>

FACULTY

SCOTT D. LAUERMANN, A.B.	<i>Teaching Fellow in the Biological Sciences</i>
ALISON LA VOY, A.B.	<i>Teaching Fellow in the Biological Sciences</i>
DEBRA K. LAWRENCE, A.B.	<i>Teaching Fellow in the Biological Sciences</i>
SUSAN ADAIR LAZARUS, A.M.	<i>Teaching Fellow in Chemistry</i>
MALLORY FREDERICK LOEWE, B.A.	<i>Teaching Fellow in Chemistry</i>
CYNTHIA B. LOWRY, A.B.	<i>Teaching Fellow in Education and Child Study</i>
SHEILA L. MCAFERTY, B.A.	<i>Teaching Fellow in Music</i>
THOMAS C. MCGRATH, A.M.	<i>Teaching Fellow in the Biological Sciences</i>
MARILYN JEAN MARTINYAK, A.B.	<i>Teaching Fellow in the Biological Sciences</i>
SUSAN MARY MOLSTAD, B.A.	<i>Teaching Fellow in Physical Education</i>
JANE S. MORELLO, B.A.	<i>Teaching Fellow in the Biological Sciences</i>
CATHLEEN CURRAN MYERS, A.B.	<i>Teaching Fellow in the Biological Sciences</i>
WILLIE CARL NASH, B.A.	<i>Teaching Fellow in Chemistry</i>
JANET LEE PETRILLA, B.S.	<i>Teaching Fellow in Physical Education</i>
MARJORIE HOLLAND SACKETT, A.B.	<i>Teaching Fellow in the Biological Sciences</i>
DANIEL A. SCHWARTZMAN, B.A.	<i>Teaching Fellow in Education and Child Study</i>
MARGARET L. SHOEMAKER, A.B.	<i>Teaching Fellow in Education and Child Study</i>
LINDA L. SPOHN, B.F.A.	<i>Teaching Fellow in Theatre and Speech</i>
MARCIA L. TRINKLEY, B.S.	<i>Teaching Fellow in Physical Education</i>
MEREDITH CLAIRE FINDLAY, M.A.	<i>Graduate Assistant in Music</i>
CAROLYN ZISKOWSKI	<i>Graduate Assistant in Music</i>

ADMINISTRATION

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Assistant to the President

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*Secretary to the President and of the
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JUDITH A. O'CONNELL, S.S.J., M.S.

Assistant Chaplain

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*College Archivist and Director of The
Sophia Smith Collection*

VIRGINIA CHRISTENSON, A.B.

*Acting Curator of The Sophia Smith
Collection*

GRACE HOWES

Assistant College Archivist

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Dean of the Class of 1976

MARGARET SKILES ZELLJADT, A.M.

Dean of the Class of 1977

EVANGELINE ROYALL DARITY, M.ED.

Assistant to the Class Deans

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MARY ANN WELCH, A.B.

Assistant to the Dean of Students

REBECCA CANNON, A.B.

Assistant to the Dean of Students

JAMES VINCENT MOLLOY

Director of Security

Head Residents

Albright House

SUSAN SOLOYANIS, A.B.

Baldwin House

MARLENE ANSCHER

8 Bedford Terrace (Graduate House)

JANET HOFFMAN, B.A.

Capen House

ELEANOR HUSTON, A.B.

Chapin House

PATRICIA C. DIBBLE '74

Clark House

MARIAN LAUTERBACH, A.B.

Comstock House

ADELE AYLMEYER '74 & THOMAS AYLMEYER

Cushing House

ANDREA MONCHICK '74 &

ALAN MONCHICK, A.B.

Cutter House

MARIA A. LINDBERG &

MARK LINDBERG, M.F.A.

Dawes House

CLAUDIA T. DUCKWORTH '74

Dewey House

WENDY L. CAMPBELL '74

Ellen Emerson House

LINDA L. SMITH '74

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KATHARINE STALL, A.B.

Gardiner House

ELLEN JAMIESON, A.B.

Gillett House

SARAH UNDERHILL, A.B.

Haven House

ELLEN HASSETT, A.B.

Hopkins Houses

BARBARA O. BRINCEFIELD '74

Hubbard House

LINDA INDIAN, B.M.

Jordan House

ROSALIE RESCH, A.B.

Lamont House

REBECCA CANNON, A.B.

Laura Scales House

DEBORAH EUNPU '74

Lawrence House

MARY LEY, B.A.

Martha Wilson House

STACEY VINSON, B.S.

Mary Ellen Chase and

Eleanor Duckett Houses

Morris House

MARTHA FRAY '74

Morrow House

DEBORAH REED '74

Northrop House

VIDEEN MCGAUGHEY '74

Park House, Park Annex, and

PAMELA MAJOR POETZL, M.A., &

150 Elm Street

HERBERT POETZL, M.A.

Parsons House and Parsons Annex

KATHERINE BRIDGES '74

Sessions House and Sessions Annex

JANET PETRILLA, B.S.

ADMINISTRATION

Talbot House
Tenney House
Tyler House
Washburn House
Wilder House

Ziskind House

KRZYSTYNA HELENA JAWOROWSKA

EMLEE HILLIARD '74

JANE MORELLO, B.A.

CATHLEEN CURRAN MYERS, A.B., &

DAVID MYERS, B.A.

PATRICIA CHASSE, B.A., &

RONALD CHASSE, B.A.

OFFICE OF DEVELOPMENT

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THOMAS ALBERT KELLEY, JR., M.A.

HARRY ENON CHILDS, B.B.A.

JANE STUBER, B.A.

IRENE W. O'DONNELL, A.B.

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Assistant Director

Assistant Director

Assistant to the Director

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ANNE FISHER KEPPLER, A.B.

MARTHA SARTAIN CROWE, B.S.

KAREN PINKERTON TATRO

Director of Financial Aid

Assistant Director of Financial Aid

Assistant for Student Employment

Assistant for Loans

FIVE COLLEGE COOPERATION

NORTH BURN, PH.D.

JACKIE PRITZEN, M.A.

CHARLES HENDERSON, JR., PH.D.

Five College Coordinator

Assistant Coordinator for Five College

Academic Programs

Five College Deputy

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IOLE FIORILLO MAGRI, A.M., DOTTOR

IN LINGUE E LETTERATURE STRANIERE

DORIS SNODGRASS DAVIS, M.S., M.A.

Chairman of the Committee

Adviser to Foreign Students

OFFICE OF GRADUATE STUDY

CHARLOTTE G. COHEN, B.B.A.

Director of Graduate Study

Secretary to the Director

HEALTH SERVICE AND INFIRMARY

VERA A. JOSEPH, M.D.

PAUL HAROLD SETON, M.D.

HERMAN EDELBERG, M.D.

College Physician

Physician and Psychiatrist

Associate Physician

ADMINISTRATION

ISABEL S. MONEY, M.D.	<i>Associate Physician</i>
EILEEN KATHLEEN EDELBURG, M.D.	<i>Assistant Physician</i>
BETTY BAUM, M.S.S.	<i>Student Counselor</i>
CHARLES A. BURCH, M.S.W.	<i>Assistant Student Counselor</i>
KENNETH ANTHONY SMITH, M.P.H.	<i>Director of Environmental Health and Safety</i>
RUTH SHAVER BROWN	<i>Administrator of the Infirmary</i>
WILHELMINA POOR, MUS.B., R.N.	<i>Director of Nursing</i>
ANNE M. KINGSBURY, B.S.	<i>Laboratory Technician</i>
BARBARA EDWARDS, A.R.R.T.	<i>X-ray Technician</i>
JEAN ANN SPENCER, A.S.	<i>Medical Record Librarian</i>

THE LIBRARY

MARY COURTNEY AILLON, A.B.	<i>Acting Head of the Circulation Department</i>
MARILYN C. ANDERSON, A.M., M.A.L.S.	<i>Director of Readers Services</i>
MARY MILLWARD ANKUDOWICH, A.B., B.S.	<i>Librarian, Werner Josten Library</i>
BILLIE RAE BOZONE, M.A.L.S.	<i>College Librarian</i>
JANICE BAUER DAILY, A.B.	<i>Head of the Documents Department</i>
PATRICIA JEAN DELKS, M.S.	<i>Reference Librarian</i>
DOROTHY KING, A.M., A.B.L.S.	<i>Curator of Rare Books</i>
EDITH MARGARET LIBBY, A.M.L.S.	<i>Head of the Acquisitions Department</i>
RUTH RICHASON RICHMOND, A.B.	<i>Head of the Accessions Department</i>
MILDRED C. STRAKA, M.S.	<i>Head Cataloger</i>
GREGORY THORNTON, M.L.S.	<i>Head of the Serials and Physical Preparations Department</i>
NORMAN D. WEBSTER, M.L.S.	<i>Director of Technical Services</i>

THE SCIENCE CENTER

MARY HELEN LAPRADE, PH.D.	<i>Director</i>
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THE SMITH COLLEGE MUSEUM OF ART

CHARLES SCOTT CHETHAM, PH.D.	<i>Director</i>
ELIZABETH MONGAN, A.B.	<i>Curator of Prints</i>
MARY BENISEK VARRIANO, A.B.	<i>Registrar</i>

OFFICE OF THE REGISTRAR

HELEN BENHAM BISHOP, A.B.	<i>Registrar</i>
EVELYN LADD BELDEN, B.A.	<i>Assistant to the Registrar</i>

ADMINISTRATION

OFFICE OF THE SECRETARY OF THE COLLEGE

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Secretary of the College

DIANA E. FETTER, A.B.

News Director

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DORCAS DAVIS BOWLES, M.S.S.

Director of Special Programs

OFFICE OF THE TREASURER

ROBERT LEE ELLIS, M.B.A.

Treasurer

LOUIS RICHARD MORRELL, M.B.A.

Associate Treasurer

Office of Administrative Data Processing

MICHAEL LEON O'CONNELL, B.A.

Director of Data Processing

JAMES W. WATSON

Associate Systems Analyst

Department of Buildings and Grounds

WILLIAM S. GARDINER, B.C.E.

Director of the Physical Plant

JOSEPH FREELAND BRACKETT, B.S.

Resident Inspector of Construction

Office of the Business Manager

CHARLES DEBRULER, B.S.

Business Manager

EDWARD S. KOWALSKI

Purchasing Agent

H. WILLIAM GILBERT, B.A.

Assistant Purchasing Agent

LEROY BACON CLAPP

Assistant to the Purchasing Agent

PAUL M. GARVEY, A.A.

Director of Food Services

DOROTHY HAAG

Executive Housekeeper

THOMAS F. O'CONNELL

College Electronics Technician

RAYMOND J. PERRY

Superintendent of the Laundry

FRANK P. ZABAWA

Manager of Central Services

Office of the Controller

CHARLES LOIRE JOHNSON, M.B.A.

Controller

ANTHONY M. SYMANSKI, B.S.

Chief Accountant

WILLIAM SHEEHAN, B.B.A.

Investment Accountant

Department of Gardens and Grounds

GREGORY D. ARMSTRONG, B.S.,

Director of the Botanical Gardens

KEW DIP.

ADMINISTRATION

Office of Personnel Services

JACK WILLIAM SIMPKIN, B.S.
EDWARD W. HENNESSY, A.B.

Director of Personnel Services
Employment Manager

Office of Rental Properties

A. VINCENT ERIKSON, B.S.

Manager of Rental Properties

THE VOCATIONAL OFFICE

MARY DE WOLF ALBRO, A.B.
CAROLINE ELIZABETH SEATON, A.B.
ELIZABETH TAYLOR, A.B.
ALICE MAXFIELD, B.A.

Director of the Vocational Office
Associate Director
Assistant Director
Assistant Director

THE SMITH COLLEGE CAMPUS SCHOOL

BARBARA BREE FISCHER, ED.D.
KENT LEWIS, M.A.
ELIZABETH MARCHANT ARMSTRONG, M.ED.
SARAH ROBINSON BAGG, A.B.
MARTHA ALPERT BATTEN, B.A.
NANCY CAREY BICKNELL, B.A.
JANICE RAE BROWN, ED.M.
ELIZABETH STONEMAN DEKNATEL, M.ED.

Director of the Campus School
Assistant Director

†DORIS FRENCH DORSCH, ED.M.

Early Years
Music
Elementary
Elementary
Elementary
Early Years
Elementary

EILEEN KATHLEEN EDELBERG, M.D.
HELENE FELDMAN, B.S.

Physician
Elementary

SUSAN GUBA FENTIN, B.A.

Art

ELVIRA MCGOVERN FLIGHT, B.S.

Elementary

CLAIRE MAIL FORTIER, A.M.

French

RICHARD GNATEK, B.S.

Physical Education

MARION LIPPINCOTT HARWARD, A.B.

Elementary

SHAUNEEN SULLIVAN KROLL, A.B.

Early Years

DOROTHY FAY LITTLE, B.A.

Instrumental Music

MADELINE SMITH LITTLEFIELD, ED.M.

Elementary

ROBERT GEORGE PETERS, M.A.

Elementary

STEPHANIE SCHAMESS, M.S.ED.

Early Years

WILLIAM SEIDMAN, M.ED.

Elementary

CAROLINE SLY, M.A.

Instrumental Music

M. ELIZABETH ROWE WATERMAN, M.ED.

Elementary

PAUL WILLIAMSON, B.A.

Elementary-Librarian

STANDING COMMITTEES, 1973-74

ADMINISTRATIVE BOARD

The Dean (*Chairman*), the Dean of Students, the Assistant Dean, the Class Deans, the Registrar, the College Physician, Carol Bossert, Howard Nenner, Margaret Shook (second semester), Hans Vaget (first semester).

AID TO FACULTY SCHOLARSHIP (*elected*)

The Dean (*Chairman*), the President, the Assistant to the President, †Elizabeth von Klemperer (1974), Joan Afferica (1975), Robert Haddad (1976), Jeanne Powell (1977). Substitute for the year: Robert Harris.

BOARD OF ADMISSION

The President (*Chairman*), the Dean, the Director of Admission, the Associate Director of Admission, the Dean of Students, the Freshman Class Dean, the incoming Freshman Class Dean, Helen Chinoy, George Fayen, Raymond Giles, Erna Kelley, Francis Murphy, Helen Searing (second semester), Michael Simpson, Mary Ellen Weber.

COLLEGE PLANNING AND RESOURCES (*elected*)

The President (*Chairman*), Trustees: Virginia Glover and Richard Leahy, the Dean, the Treasurer, the Director of Development, the Chairman of the Faculty Conference Committee: William MacDonald (1974), Kenneth Hellman (1974), Leo Weinstein (1975), Phyllis Lehmann (1976), Robert Averitt (1977), the Executive Representative of the Student Government Association: Cecilia Gardner '74, the President of the Senior Class: Sybil Dinwiddie '74, President of the Alumnae Association, Assistant to the President (*Secretary*).

COMMITTEES (*elected*)

The President (*Chairman*), the Dean, †Maria Banerjee (1974), Susan Bourque (1974), Dennis Hudson (1975), Jeanne Powell (1975). The expanded Committee includes, in addition, the Executive Representative of the Student Government Association: Cecilia Gardner '74, and Emlee Hilliard '74, Carol Rengstorff '74, Andrea Wolfman '75. Substitute for the year: Joaquina Navarro.

EDUCATIONAL POLICY (*elected*)

The Dean (*Chairman*), the President, Peter Rowe (1974), Patricia Weed (1974), Allen Weinstein (1974), Susan Bourque (1975), †Walter Morris-Hale (1975), Thomas Derr (1975), Marjorie Senechal (1976), Donna Divine (1976), Harold Skulsky (1976). Substitute for the year: Lawrence Fink.

FACULTY CONFERENCE COMMITTEE (*elected*)

William MacDonald (*Chairman*) (1974), **Murray Kiteley (1975), Robert Haddad (1976), †Elizabeth von Klemperer (1977), Joan Afferica (1978). Substi-

*Absent for the first semester

**Absent for the second semester

†Absent for the year

COMMITTEES

tute for the year: Thomas Derr. Substitute for the second semester: Charles Robertson.

FACULTY OFFICES

Donna Divine (*Chairman*), William Oram, Sten Stenson.

FINANCIAL AID

The President (*Chairman*), the Dean, the Dean of Students, the Director of Financial Aid, the Treasurer, Karl Donfried, George Fleck, Joyce Greene.

FOREIGN STUDENTS

Iole Magri (*Chairman*), Doris Davis, Marie-José Delage, Theodora Foster, Jean Higgins, Judith Ryan, Taitetsu Unno, Igor Zelljadt.

GRADUATE STUDY

The Director of Graduate Study (*Chairman*), The President, George de Villafrañca, Paul Evans, Lawrence Fink, William Hatch, Fred Leonard, Iole Magri, Jane Mott.

GRIEVANCE (*elected*)

David Cohen (*Chairman*) (1975), Robert Haddad (1974), Dennis Hudson (1974), Peter Rose (1975), Howard Wescott (1975). Alternates for the year: Louis Cohn-Haft, Donna Divine.

HONORARY DEGREES

Waltraut Seitter (*Chairman*) (1974), Robert Petersson (1975), Elizabeth Hopkins (1976).

HONORS AND INDEPENDENT PROGRAMS

Robert Burger (*Chairman*), the President, the Dean, the Assistant Dean, Steven Goldstein, John Hill, Edith Kern, Jeanne McFarland, Peter Pufall, Malcolm Smith.

JUNIPER LODGE

Betty Baum (*Chairman*), Nelly Hoyt, Vera Joseph, Igor Zelljadt.

LECTURES

Elizabeth Hopkins, Bert Mendelson, Ronald Perera, Margaret Shook, Jackson Wilson, five student members, Mary McDougale (*Secretary*)

LIBRARY

George Mair (*Chairman*), the Librarian, Robert Harris, Robert Miller, Barbara Musgrave, Harold Skulsky, Mary Quindlan '74, Elizabeth Atwood '75, Barbara Borenstein '75.

MARSHALS

Willy Schumann, Elizabeth Tyrrell (*College Marshals*), Rita Benson, Martha Clute, Lawrence Fink, James Holderbaum, Kenneth McCartney, Caryl Newhof, Dorothy Stahl, William Van Voris.

MOTION PICTURES

Margherita Dinale (*Chairman*), Leonard Berkman, George Cohen, Philip Green, Lawrence Joseph. Secretary: Barbara Schimmel.

REGISTRATION OF STUDENTS

Caryl Newhof (*Chairman*), Martha Clute, Raymond Ducharme, Barbara Bennett '76, Karen Smyers '76.

SCIENCE ADVISORY

Mary Laprade (*Chairman*), the Dean, Joel Bergman (second semester), David Cohen, George de Villafranca, Ann Tallman, Frances Volkmann (first semester).

SOCIAL RESPONSIBILITY

Vera Joseph (*Chairman*), Anthony Allegro, Joel Bergman, Suzanne Bloom, Dorcas Bowles, Harry Childs, Bruce Dahlberg, Yechiael Lander (first semester), Alan Marvelli, Joan Shapiro, Richard Unsworth (second semester), Allen Weinstein, and three student members.

STUDENT AFFAIRS

The President (*Chairman*), the Dean, the Dean of Students, Martha Ackelsberg, Dennis Hudson, Fred Leonard, The Executive Representative of the Student Government Association: Cecilia Gardner '74, The Head of House Presidents: Mary Glaser '75, and Catharine Farrington '74, Barbara Joseph '75, Mary Jane Maccardini '76.

STUDY ABROAD

The Dean (*Chairman*), the President, the Assistant Dean, the Chairmen of the Departments of Art, French, German, Government, Hispanic Studies, History, and Italian, the Treasurer, the Secretary of the Smith College Junior Years Abroad: Helen Bishop.

TENURE AND PROMOTION (*elected*)

The President (*Chairman*), the Dean, Cecelia Kenyon (1974), Vernon Gotwals (1975), Vernon Harward (1976), †Alice Dickinson (1977), Nelly Hoyt (1978). Substitute for the year: Elizabeth Horner.

CHAIRMEN OF ACADEMIC DIVISIONS

DIVISION I: THE HUMANITIES: Ernà Kelley.

DIVISION II: THE SOCIAL SCIENCES AND HISTORY: Peter Rose.

DIVISION III: THE NATURAL SCIENCES AND MATHEMATICS: Bruce Hawkins.

THE CURRICULUM

The curriculum and faculty of the College form an almost inseparable entity which, along with able students, constitute the essential elements of the College. All of these elements of the College are continuously changing. But though we revise, but though we change the curriculum of the College, we continue to believe in the importance of a liberal arts education. We continue to believe that to achieve the goals of a liberal arts education each student should study courses in

Literature, either in English or in another language, because it is one of the major forms of aesthetic expression, and because it contributes to our understanding of human experience, and plays a central role in the development of culture;
Historical studies, either in history or historically oriented courses in art, music, religion, philosophy and theatre, because they provide a perspective on the development of human society and culture and detach us from the parochialism of the present;

Social science, because it offers a systematic and critical inquiry into human nature, social institutions, and man's relations with his fellows;

Natural science, because of its methods, its contribution to our understanding of the world around us, and its significance in modern culture;

Mathematics and analytic philosophy, because they foster an understanding of the nature and uses of formal, rational thought;

The arts, because they constitute some of the media through which man has sought, through the ages, to express his deepest feelings and values; and

A foreign language, because it can emancipate one from the limits of one's own tongue, provide access to another culture, and make possible communication outside one's own society.

We think that, by laying such a foundation in the major fields of knowledge, a student can best prepare for her particular future.

The diversity of student interests, aptitudes and backgrounds, the range and variety of the curriculum, and the rapidity of change in knowledge and ways of learning make it difficult, if not impossible, to prescribe a detailed and complete course of study which would implement these goals and be appropriate for every student. The statement of the requirements for the degree are therefore quite general and allow much flexibility in the design of a course of study leading to the degree.

REQUIREMENTS FOR THE DEGREE

The requirements for the degree of Bachelor of Arts from Smith College are the completion to a specified standard of at least 32 semester courses of academic work (128 semester hours) as well as 4 semester courses in Physical Education and the successful completion of the requirements of a major field of study, including an examination of competence in that major field. (The examination in some major fields is in the form of a written and/or oral examination, in others a paper, in others a project.) At least 16 of the 32 semester courses required for the degree must be

THE CURRICULUM

outside the major field of study. For graduation the standard of performance is a cumulative average of at least C in all academic work and an average of C or better in the senior year. Candidates for the degree from Smith College must have completed at least two years of academic work, one of which must be either the junior year or the senior year, in residence at Smith College in Northampton. (Normally, the work of both the junior and senior years is done in residence at Smith College. The work of the senior year may be undertaken elsewhere only for strong academic or cogent personal reasons.)

A student's program is divided into two chief parts: a required number of regular semester courses in a departmental or interdepartmental major (a minimum of nine and a maximum of twelve courses) and sixteen semester courses taken outside the major. The remainder of the program, normally some four to seven semester courses, may be elected at the student's discretion inside or outside the major.

In the sophomore year, each student must select a major field; she may make this decision in the fall of that year if she chooses to do so, and must decide by the spring. When a student enters upon her major, she comes under the direction of an adviser in that major field and obtains the approval of that adviser for her program, including a tentative specification of the competence examination, paper or project that she proposes to take in her major, and the time at which she will undertake it.

Major programs are prescribed by the departments and are offered in all departments except Physical Education. There are, in addition, interdepartmental majors in American Studies, Ancient Studies, Biochemistry, and Comparative Literature. The requirements in each of the majors are stated at the end of the course listings in each of the fields in which there is a major. If the educational needs of the individual student cannot be met by a course of study in one of these majors, a student may design and undertake an interdepartmental major sponsored by at least two departments and approved by the Committee on Educational Policy.

The basic program for the degree consists of a four-year or eight-semester program at Smith College, four courses being elected each semester. There are many variations upon this basic program designed to meet the various needs of students.

Though the normal program for a semester consists of four courses taken for regular letter grade, a student may take an extra course any semester. Such an extra course may be taken for the regular letter grade or, at the option of the student, be graded Distinction/Pass/Fail. If the latter option is taken, it must be indicated by the student at the time of registration for the course and the course, though recorded on the student's record, will not count toward the 32 courses required for the degree. Or the student may take one less course in a semester as long as each semester program including only three courses (taken for regular letter grades) is balanced by five full courses (taken for regular letter grades) in a previous semester.

It is possible for students having a cumulative average of B to complete the re-

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quirements for the degree in six or seven semesters. Requests to the Administrative Board for permission to accelerate must be filed with the student's Class Dean no later than two full semesters before the accelerated date of graduation. A student who has been given permission to accelerate must complete at least four semesters of academic work in residence at Smith College in Northampton, including at least two semesters of the last four semesters of work toward the degree. No more than twelve semester hours of work taken in summer school may be counted toward the degree; no more than one semester's credit toward the degree may be achieved through a combination of Advanced Placement and summer school credit. Normally, the minimum requirements for the major and the requirement of sixteen courses outside the major must be fulfilled with Smith College or approved transfer credit.

A student in good standing who wishes to interrupt her college program to work, or to attend another academic institution or who wishes to interrupt her college program for personal reasons may be granted a leave of absence from the College for the first semester or for a full academic year. A student may undertake the work of the senior year elsewhere only for strong academic or cogent personal reasons. A request for a leave of absence must be filed with the student's Class Dean before March 15 of the preceding year. Further details concerning arrangements for a leave of absence are given in the current Smith College Handbook.

Many possibilities are available to the student who would find it educationally sound to carry out a program of study not provided for in the variety of course offerings and major programs already described. These are described below.

DEPARTMENTAL HONORS PROGRAM

The Departmental Honors Program allows a student of strong academic background to work with greater independence and in greater depth in the field of her major. The program allows for flexibility in the planning and execution of the work of the major and at the same time gives recognition to students who do work of good quality in the preparation of a long paper as well as in their courses and seminars.

A student is eligible to enter the Departmental Honors Program at the earliest during the second semester of the sophomore year and at the latest October 1 of the first semester of her senior year. A student to be admitted to the program should be able to provide evidence of a strong academic background and the ability to work effectively with the greater independence and at the greater depth that is expected in the program.

An individual department may specify additional conditions for entrance to its honors program. A student should discuss these conditions with the department's Director of Honors before applying. The requirements for completion of each de-

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partment's honors program are stated at the end of the department's course listing.

Admission to the program is granted by the Committee on Honors and Independent Programs. A student's petition for admission should be presented in writing to the department's Director of Honors, who will forward the petition to the Committee on Honors and Independent Programs along with a written statement giving permission of that department for the student to enter its honors program.

SMITH SCHOLARS PROGRAM

The Smith Scholars Program provides a framework within which highly motivated and talented students are allowed to spend one or two years working on projects of their own devising, freed in varying degrees from normal college requirements. Though highly selective, the program is aimed at a wide variety of students: those who are unusually creative, those who are unusually well prepared to do independent work in a particular academic discipline, those who are committed to either a subject matter or an approach that cuts across conventional disciplines, and those who have the ability to translate experience gained in work done outside the College into academic terms.

A student may apply to be admitted to the program at any time between the first semester of her sophomore year and May 10th of her junior year. The deadlines for the submission of proposals for entrance in the following semester are December 10th for entrance in the second semester and May 10th for entrance in the first semester. She will submit to the Committee on Honors and Independent Programs a statement of her program and project, an evaluation of her proposal and of her capacity to complete it from the faculty member or members who will advise her, and two supporting recommendations from instructors who have taught her in class.

The proportion of work to be done in normal courses by any Smith Scholar will be decided jointly by the student, her adviser or advisers, and the Committee. Freedom from normal course requirements comes gradually, usually in the senior year.

Each semester, advisers are expected to submit to the Committee evaluations of the students' progress. The Committee will review these evaluations and ask students it considers unable to complete their projects successfully to withdraw from the Smith Scholars Program and resume a normal course program. Cases of students who are asked to withdraw too late in their college careers to complete normal course requirements will be dealt with on an individual basis.

Work done in the program may result in a thesis, a group of related papers, an original piece of work such as a play, or some combination of these.

The student's record for the period she is in the program will include grades in whatever courses or special studies she has taken, her adviser's or advisers' evaluation of her work, and the Committee's recommendation with respect to her degree.

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INDEPENDENT STUDY

The normal courses of study involve considerable independent work, but further opportunity for this is provided through Independent Study.

Juniors and seniors, with the approval of their departments and the Committee on Honors and Independent Programs, may be granted a maximum of one semester's credit for independent study. Normally this study will be pursued upon the Smith campus under the supervision of members of the department(s) concerned.

With the approval of their departments and the Committee on Honors and Independent Programs, students may be granted a maximum of eight hours credit for off-campus work and study. The project must be directly related to the student's academic program, and be supervised and evaluated by members of the department(s) concerned.

The deadline for submission of a proposal for independent study is December 10th for a second semester program and May 10th for a first semester program.

In addition to the above, there are programs for study at other institutions.

FIVE COLLEGE COOPERATION

Amherst, Mount Holyoke, and Smith Colleges, and the University of Massachusetts have for some time combined their academic activities in selected areas for the purpose of extending and enriching their collective educational resources. Hampshire College, which opened in 1970, has joined this group of cooperating institutions. Certain specialized courses not ordinarily available at the undergraduate level are operated jointly and open to students from all of the institutions. In addition, a student in good standing at any of the institutions may take a course, without additional cost to the student, at any of the others if the course is significantly different from any available to him on his own campus and has a bearing on the educational plan arranged by the student and his adviser. Approvals of the student's adviser and the Academic Dean of the College (Provost at the University) at the home institution are required. Permission of the instructor is required for students from other campuses if permission is required for students of the institution at which the course is offered.

Students should apply for Five College courses during the period for advising and election of courses for the coming semester, a period which occurs at least six weeks prior to the beginning of the semester. Current catalogues of the other institutions are available at the Loan Desk in the Neilson Library, in the offices of the Class Deans and the Registrar, and in the houses. Application forms may be obtained from the Offices of the Class Deans and the Registrar. Free bus transportation among the institutions is available for Five College students.

Students taking interchange courses at another Five College institution are, in

those courses, subject to the academic regulations, including the grading system, calendar, deadlines, and academic honor system, of the host institution. It is the responsibility of the student to be familiar with the pertinent regulations of the host institution. Inquiries should be addressed to the Registrar at the appropriate institution.

Under a cooperative Ph.D. program, the degree is awarded by the University of Massachusetts but the work leading to the degree may be taken in the various institutions. Students interested in this program should write to the Dean of the Graduate School, University of Massachusetts, Amherst, Massachusetts 01002.

The oldest and probably the most important of the cooperative ventures is the Hampshire Inter-Library Center (HILC), a separate legal entity controlled by a Board of Directors made up of the Five College Coordinator, the five Librarians, and representatives from each of the Faculties. HILC is a depository for research materials and learned periodicals of a kind and in a quantity well beyond the reach of any one of the cooperating libraries operating independently. The FM Radio station (Western Massachusetts Broadcasting Council, Inc., WFCR 88.5) is likewise a legal entity, controlled by a Board of Directors made up of representatives of the cooperating institutions. Other cooperative activities, designed to give added strength to each individual institution, include a joint Astronomy Department and a Film Center, a common calendar of lectures and concerts on all the campuses.

SMITH COLLEGE JUNIOR YEAR ABROAD PROGRAMS

Each year, if conditions permit, a group of students in good standing and with sufficient language training are selected from those who apply to spend a year in certain foreign countries in groups directed by members of the Smith College Faculty. Properly prepared students from other colleges may also be admitted to the groups.

The Smith College Junior Year Abroad programs provide students in a wide variety of majors the opportunity for study and research in foreign countries. The program in France is intended primarily for students majoring in the French language and literature, in history and in art. The program in Italy is intended primarily for those majoring in the Italian language and literature and in history and for students studying the history of art. The program in Geneva is primarily for students in government, economics, sociology and history. The program in Germany can serve students majoring in German language and literature, in history, religion, government, philosophy, mathematics and a number of the natural sciences as well as, on occasion, those studying music and the history of art. These are the areas in which courses are usually available, but a student majoring in another field who has adequate preparation in the language may apply for admission to a given Junior Year Abroad program with the consent of the department of the

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major and provided an acceptable course of study can be worked out for her. An honors candidate should consult the Director of Honors in her department before applying to go abroad. Qualified students who spend the junior year abroad may apply for admission to the honors program at the beginning of the senior year.

The Junior Year Abroad programs are planned so as to afford as rich an opportunity as possible to observe and study the countries visited. During the vacations students are free to travel, although, by special arrangement, they may stay in residence if they prefer. In most cases students reside during the academic year with local families, though in some of the programs residence in student dormitories is available.

Applications, including permission from parents, must be filed by February 1 at the Office of the Registrar. Applications from students in colleges other than Smith must be accompanied by a fee of ten dollars, which is not refunded. The selection of members for each group is determined by a special faculty committee. Members of the group must meet the health requirements set by the College Physician.

The Directors of the groups supervise the academic programs and are granted by the College full control in matters of conduct, although the details of group procedure are worked out with student committees. Social regulations in each case are adapted to the customs of the country. The supervision of the Director ends with the close of the academic year.

The fee covering tuition, room, and board is \$4,340 for the academic year 1973-74; travel and incidental expenses vary according to individual tastes and plans. A deposit of \$50 payable within 30 days by students who have been provisionally accepted, is credited on the second semester bill but is not refunded unless written notice of withdrawal from a group is received before May 15, 1973. Payment for the first semester should be made by July 10; for the second semester, by December 10. Checks should be sent to the Treasurer of Smith College, Northampton, Massachusetts 01060.

Neither the College nor the Director accepts any responsibility for personal injury to members of a group or for damage to or loss of property. The College offers a health insurance program in which participation is required unless the student has protection under another plan and furnishes the Treasurer's Office with the name and address of the insurance carrier and the student's membership number.

FRANCE

The program in France begins in Aix-en-Provence with a six-week period devoted primarily to intensive work in the language, supplemented by lectures and excursions. At the opening of the French academic year, the group goes to Paris, where the program consists mainly of courses in French literature, history, government, and art. Though some of the courses offered are exclusively for Smith stu-

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dents, the majority are taken in French institutions, such as the Sorbonne, l'Institut d'Etudes Politiques, and l'Institut d'Art et d'Archéologie, with additional work with French tutors, when desirable. The minimum language requirement for admission to the group is normally two years of college French.

GENEVA

The work in Geneva emphasizes international studies rather than the history and culture of a single country. Accordingly, the group is composed primarily of majors in history, government, economics, and sociology; but some other majors, with departmental approval, can be accommodated. The program consists of courses in diplomatic and contemporary history, international economics and finance, international law, and similar subjects given at the University of Geneva, the Graduate Institute of International Studies and the African Institute. A preliminary six-week period of intensive training in language is spent in Paris. Since the classes are conducted in French, students are expected to offer two years of college French beyond three entrance units; a minimum of one year of college French is required. It is strongly urged that work in at least two fields of the social sciences be offered for admission.

GERMANY

The academic year in Germany consists of two semesters (winter semester from mid-October to mid-February and summer semester from mid-April to mid-July) separated by a two-month vacation during which students are free to travel. The winter semester is preceded by a six-week orientation program in Hamburg providing language review, an introduction to current affairs and to Hamburg, excursions to the north of Germany and to Munich. During the academic year, the students are fully matriculated at the University of Hamburg. They attend the regular courses offered by the University and special tutorials coordinated with the course work. A wide variety of courses is available in the following fields: literature, history, religion, government, philosophy; courses can also be taken in art, music, mathematics, and the sciences. A minimum of two years of college German is the normal language requirement for admission.

ITALY

The work of the year begins with a month in Siena, where study of the language and of art and literature is undertaken with special instructors. After the first of October, this study is continued in Florence. About the middle of November the group starts work in courses at the University of Florence and in classes conducted especially for Smith College by University professors. The subjects offered are Italian language and literature, history and art history. In Florence the students live in private homes chosen by the Director. The minimum language requirement for admission is normally two years of college Italian.

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OTHER FOREIGN STUDY PROGRAMS

STUDY IN SPANISH-SPEAKING COUNTRIES

The needs for study in Spanish-speaking countries now cover a wide range; students in language and literature, in history, in government, in art, in sociology and anthropology with interests centered in Spain or Latin America may have need for such study. In order to meet this wide range of needs the Committee on Study Abroad attempts to identify appropriate centers for study in Spain, Mexico, and South America. A student wishing to study for a year in a Spanish-speaking country should consult with her major adviser and department chairman, as well as the members of the Committee on Study Abroad knowledgeable in her area of study, concerning the program most appropriate to her needs. Proposals should be submitted to the Committee on Study Abroad for approval of the academic program and for the Committee's recommendation to the institution concerned.

Programs for study in Spain and Mexico are appropriate for the junior year. Students interested in one of these programs should submit their proposals to the Committee on Study Abroad not later than February 1 of the preceding year. The program of study in South America is designed for the second semester of the sophomore year through the first semester of the junior year. Students interested in this program should submit their proposals to the Committee on Study Abroad not later than October 15.

THE JUNIOR YEAR IN LEICESTER, ENGLAND

A limited number of qualified students majoring in sociology may spend their junior year at the University of Leicester in England. They live in university halls of residence and follow the regular program of lectures, seminars, and tutorials required of sociology students at Leicester. A member of the University's faculty serves as adviser to Smith College students.

These students are on leave from Smith College, and are responsible for their own financial arrangements.

STUDY IN AFRICA

Students interested in studying at an African university are assisted in making arrangements to do so by Mrs. Bishop, Registrar and Executive Secretary of the Committee on Study Abroad.

INTERCOLLEGIATE CENTER FOR CLASSICAL STUDIES IN ROME

Smith College is one of a number of American colleges and universities which participate in this Center. Qualified majors in Classics, Ancient Studies and Art

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history may spend one semester of their junior (or, in some cases, sophomore) year at the Center and obtain full credit toward their degree for work satisfactorily completed. The curriculum includes the study of Latin and Greek literature, Greek and Roman history, ancient art and archaeology, and field trips through Italy and Greece. The faculty of the Center is composed of members of the faculties of the participating institutions. Instruction is in English.

Admission to the program is limited to students who have a cumulative average of B and who have completed the equivalent of at least four semesters of college-level Latin and two of Greek. The fee of approximately \$1950 includes travel to Rome, tuition, room and board at the Center, the major share of costs for trips outside Rome, and ordinary medical services. The expense of additional travel and the return to the United States is approximately \$800. Scholarship assistance from the Center is available.

Interested students should consult with the Chairman of the Department of Classical Languages and Literatures as early as possible.

SUMMER COURSES IN THE HISTORY OF ART

The Department of Art offers summer courses in the history of art in Europe. A comprehensive fee covers tuition, room and board, and there is a non-refundable deposit of \$50 for each course. Students should consult the department and its course listings about specific offerings.

SEMESTER IN WASHINGTON PROGRAM

The Department of Government offers the Semester in Washington Program during the first semester to provide junior and senior government majors with an opportunity to study the processes by which public policy is made and implemented at the national level. The program is described in detail on page 146.

STUDY AT PREDOMINANTLY BLACK COLLEGES

Students interested in studying for a year at one of the following institutions should consult with their Class Dean: Howard University, North Carolina Central University, Spelman College, and Tougaloo College. Application forms are available from the Class Deans and must be filed by February 1 of the year prior to the one during which the student would be away from the College.

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TWELVE COLLEGE EXCHANGE PROGRAM

Smith College participates in an exchange program with the following institutions: Amherst, Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Trinity, Vassar, Wellesley, Wesleyan, Wheaton, and Williams. The exchange is open to all students in good standing but is intended primarily for the junior year. Only in exceptional cases will requests for one semester's participation be approved. Normally students participating in the program may not transfer to the host institution at the end of their stay there.

A student accepted into the program will be expected to pay the fees set by the host institution and will assume the financial, social, and academic regulations of that institution. The course of study to be followed at the host institution must have the approval of the student's major adviser at Smith College or, in the case of sophomores who have not yet declared a major, the Class Dean.

Application forms are available through the Offices of the Assistant Dean and the Class Deans and must be filed by February 1 of the year prior to the one during which the student wishes to be away from the College.

CONCERNING THE ACADEMIC CALENDAR

The calendar for the academic year consists of two semesters separated by a three-week interterm period in January and incorporating appropriate vacations. Each semester allows for thirteen weeks of classes followed by a few days for pre-examination study and a final examination period of three to four days.

The interterm period in January is a time for reading, research and remedial work, a period for concentrated independent study. No academic credit is given for activities during the interterm period. Residence is not required during this time, though students must notify the College of when they will be in residence. Housing remains open and staffed as needed, and sufficient dining facilities are available to provide for those in residence. Libraries, the language laboratory, practice rooms and physical education facilities remain open. Research laboratories, art studios and other similar facilities remain open at the discretion of the departments concerned. During the interterm period, special conferences may be scheduled and field trips arranged. This is an appropriate time for work in libraries, museums and laboratories at locations other than Smith College. Those departments offering competence examinations at mid-year may give them during the last two days of the interterm period.

CONCERNING THE ELECTION OF COURSES

Each student is expected to be familiar with all regulations governing the curriculum and is responsible for planning a course of study in accordance with these regulations and the requirements for the degree.

NUMBER OF COURSES EACH SEMESTER

The normal course program consists of four full courses taken each semester for regular letter grades, during eight semesters of study. The regular letter grades signify the following: A, excellent; B, good; C, fair; D, poor; E, failure.

A student may take an extra course any semester. Such an extra course may be taken for the regular letter grade or, at the option of the student, be graded Distinction/Pass/Fail. If the latter option is desired, it must be requested by the student at the time of election of the course; and, though the course will be recorded on the student's record, it will not count toward the 32 semester courses required for the degree.

After the freshman year, a student may take one less course in a semester provided that each semester program including only three courses (taken for regular letter grades) is balanced by five full courses (taken for regular letter grades) in a previous semester and provided that, at the end of the academic year, the student will not have fewer than the number of courses expected for entrance into the next year. The exercise of the option to take less than the normal four-course program in a semester is limited further by the following restrictions:

A Departmental Honors student is expected to take at least 32 credit hours in her senior year, including Honors and thesis credit.

A student studying abroad is required to carry a full course program equivalent to 32 credit hours for the academic year.

The first two half-credit semester courses in practical music may not be added together to count as the equivalent of a full course for the purpose of balancing a three-course program.

CHANGES IN ENROLLMENT

Within the limits placed by the above on the number of courses in which a student should be enrolled, changes of enrollment may be made as stated below.

Within the first 10 class days of a semester a student may drop or enter any semester course or change the grading option for a semester course (Dis/P/F or regular letter grade) with no indication of the earlier form of enrollment appearing on her permanent record. Within the first 10 class days of the *first* semester of a *year* course these changes may also be made. Notification of the instructor of the course and permission of the student's adviser are required.

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After the first 10 class days of a semester, the grading option (Dis/P/F or regular letter grade) for a semester course may not be changed. In the case of a year course the choice of the grading option may not be changed after the first 10 class days of the *first* semester of the course.

After the first 10 class days and until 10 class days before the end of classes for the semester, a student may drop or enter a semester course with the permission of the instructor of the course, the student's adviser and the student's Class Dean. A year course may be dropped only during the *first* semester of the course and within the periods stipulated for a semester course. Such action taken with regard to any course shall be shown on the student's permanent record in the following way:

entered course x: *reg.*, *date* on course line

dropped course x, with passing grade: *date* on course line, *W* in grade slot.

dropped course x, with failing grade: *date* on course line, *WF* in grade slot.

When entering a course late, the student shall make up all of the work of the course and shall be given a grade for the course on the equivalent work and on the same basis as all other students in the course.

The functioning of a course and decisions concerning the uses of faculty time are based in large part on enrollment in courses. Radical changes in this enrollment after classes have begun may affect students and faculty in such a way that they cannot be permitted. A student who wishes to drop a course with "limited enrollment" (*e.g.*, a seminar) should do so at the earliest possible moment in order that another student may take advantage of the opening and because the organization and operation of the course is usually crucially dependent upon the students enrolled in it. A student who wishes to drop a course with "limited enrollment" or one with small enrollment should expect that the course instructor for these reasons will not normally give approval to a student for dropping such a course.

Regulations governing changes in enrollment in courses in one of the Five Colleges other than Smith may be more restrictive than the above rules. These regulations are posted on the official bulletin boards at the beginning of each semester.

PREREQUISITES AND PERMISSIONS

In certain cases election of a course requires permission of the instructor and the Chairman of the department concerned. In such cases this permission must be obtained in writing before the course is elected.

A student who does not have the prerequisites for a course may elect it only with the permission of the instructor of the course and the Chairman of the department in which the course is offered.

Prior permission of the Administrative Board is required to enter a year course at mid-year, or to drop a year course at mid-year. The petition must be recommended by the Chairman of the department concerned and the instructor of the

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course and filed with the student's Class Dean for forwarding to the Administrative Board.

Seminars are open to juniors and seniors only. Permission of the instructor and the student's adviser is required for admission. A student who is not enrolled in the Departmental Honors Program must petition the Administrative Board through the Class Dean to take more than one seminar in a semester. A seminar is limited to twelve students. If enrollment exceeds this number, the instructor shall choose the twelve applicants he considers best qualified.

Permission of the instructor and the Chairman of the department concerned is required for the election of Special Studies. Special Studies is normally open only to qualified junior and senior majors in the department concerned. Special Studies may be open to other qualified juniors and seniors by permission of the instructor and the Chairman of the department concerned.

A matriculated student may audit a lecture course on a regular or an occasional basis if space is available and the permission of the instructor in charge of the course is obtained.

ABSENCE

A student who is absent for more than six weeks in one semester may not receive credit for the work of that semester.

SHORTAGE OF HOURS

A shortage of hours incurred through failure in a course or through dropping a year course at mid-year without credit must be made up before graduation by an equivalent amount of work carried above the normal four-course program or completed in an approved summer school and accepted for credit toward the Smith College degree. In the case of a shortage incurred through failure in a course the work must be in a course at the same or a higher level.

A student may not enter the senior year with a shortage of hours.

A student whose college work or conduct is deemed unsatisfactory is subject to separation from the College upon the recommendation of this action, to the President by the Administrative Board, the Honor Board, the Judicial Board, or the Committee on Student Affairs.

COURSES OF STUDY, 1973-74

EXPLANATION OF SYMBOLS AND ABBREVIATIONS

Courses are classified in four grades indicated by the first digit in the course number: 100, Introductory; 200, Intermediate; 300, Advanced; 400, Graduate, open to qualified undergraduates.

An "a" after the number of a course indicates that it is given in the first semester; a "b," that it is given in the second semester. A "c" indicates a summer seminar given abroad. Where no letter follows the number of the course, the course runs through the year.

Unless otherwise indicated, all year courses carry eight hours credit; all semester courses, four hours.

[] Courses in brackets will be omitted during the current year.

The numerals after the letters indicating days of the week show the scheduled hours of classes and the hours to be used at the option of the instructor. Students may not elect more than one course in a time block (see chart on the final page), except in rare cases which involve no conflict. Assignments to sections and laboratory periods are made by the Registrar. Where scheduled hours are not given, the times of meeting are arranged by the instructor.

Dem. indicates demonstration; lab., laboratory; lec., lecture; sect., section; dis., discussion.

() A department name in parentheses following the name of an instructor in a course listing indicates the department of which he is regularly a member, when it is different from that under which the course is listed.

The following symbols before an instructor's name in the list of members of a department have the indicated meaning:

†absent for the year

*absent for the first semester

**absent for the second semester

§Director of a Junior Year Abroad

¹appointed for the first semester

²appointed for the second semester

AFRO-AMERICAN STUDIES

- ASSISTANT PROFESSOR: RAYMOND H. GILES, JR., ED.D., *Chairman*
ADJUNCT MEMBERS: PETER ISAAC ROSE, PH.D., *Professor of Sociology and Anthropology*
†WALTER MORRIS-HALE, PH.D., *Assistant Professor of Government*
- LECTURERS: ²BERNARD BELL, PH.D.
²RHODY A. MCCOY, ED.D.
GAYLE R. PEMBERTON, A.M.

Prerequisite for all courses in the department is Afro-American Studies 101a and 101b or permission of the instructor, unless otherwise indicated. Students planning to major or to enter the honors program in the department are advised to take courses in one or more of the following fields: English, government, history, music, sociology.

- 101a *The Black Experience in the Americas, I.* A socio-cultural history of black people in North and South America. The African background, enslavement, the middle passage and the captive experience. Relations between master, slaves and freedmen. M T 1:40-2:50. Giles and Members of the Department.
- 101b *The Black Experience in the Americas, II.* The legacy of slavery, emancipation, racial stratification and segregation in various societies; contemporary problems. M T 1:40-2:50.
- 115a *An Introduction to African American Music.* West African origins. Communal spiritualism from 1619 to the present. Th 11-12:50. McIntyre (Music).
- 203a *Education of Black Americans.* Black Americans and public education in the United States, past and present. Special emphasis on the social context of education within the black community in both the South and the North, and on definitions of education within the black community. T 3-5. Giles.
- 204a *Black History in the Public School Curriculum.* Problems and approaches, methods and techniques for incorporating the study of the experience of Africans, Afro-Caribbeans, and Afro-Americans into the curriculum at the elementary and secondary levels. M 3-5. Giles.
- 206b *The Public School in the Black Community.* Topics to be considered are conditions of education in the indigenous community; school-community relations; community control; educational efforts within the black community; how

AFRO-AMERICAN STUDIES

the role and behavior of black educators, community advisory committees, parents councils, and others influence the content and quality of education in black communities. Hours to be arranged. McCoy.

- 213b *Ethnic Minorities in America.* Social organization of a multi-racial and ethnically diverse society. Cultural and political problems in racial and ethnic relations. Internal organization of minorities in different settings. Th 11-12:50, F 12. Rose.

- 214b *Black Theatre.* A study of the black experience as it has found expression in the theatre. Emphasis on the black playwrights, performers, and theatres of the 1950s and 1960s. M 10-11:50. Berkman (Theatre and Speech).

- 216a *Black Political Activism in America.* A study of Black Political Activism in the twentieth century. Special emphasis on the contemporary period, 1945 to the present. An analysis of the role of Black Power politics in the black Americans' equality movement. M 10-11:50, T 10.

- [225a *Government and Politics of Sub-Saharan Africa.* An introductory survey of political, economic, and social factors. Traditional African government, colonial administration and influence, and the impact of westernization. The nationalist movements and political development since independence, with emphasis on Ghana, Nigeria, Senegal, Tanzania and South Africa. Pan-Africanism and the place of Africa in world politics. M T 1:40-2:50. Morris-Hale.]

- 231b *Ethnology of Africa.* Survey of the major ecological, racial, and cultural divisions of sub-Saharan Africa with intensive analysis of tribes selected to illustrate the range of precolonial societies and the consequences of European contact and control. Th 4. Hopkins (Sociology and Anthropology).

- 237a *Black Fiction.* Survey of Afro-American fiction with concentration on the novel. M 2-5. Pemberton.

- 237b *Comparative Black Poetries.* Modern and contemporary poetry from several black cultures and perspectives. The poetry of some African countries will be studied in translation as well as Afro-American poetry and samples from the Caribbean and South American black poets. M 2-5. Pemberton.

AFRO-AMERICAN STUDIES

The following courses are open to qualified juniors and seniors.
Permission of the instructor is required.

301a, 301b *Special Studies.*

310b *Problems in the Study of the Black Experience (seminar).* Theory and research. Hours to be arranged. Giles.

311a *Reform, Revolution and Reaction (seminar).* Racism and response. Study of the form and character of the black equality movement. M 7:30.

312b *The Teaching of the Black Experience in Social Studies.* A course for prospective teachers of African, Afro-American or Social Studies in elementary and secondary schools. Organization and presentation of subject matter to be integrated into the social studies curriculum at all levels. Two class hours with observation and directed intern teaching. Prerequisite: 204a or 204b. Admission by permission of the instructor. M 7:30. Giles.

321b *The Folk Culture of Black Americans (seminar).* The creative expression of black Americans as seen in the folk culture of the eighteenth and nineteenth centuries and the urban lifestyle of the twentieth. The study of legends and work songs, spirituals, rhythm and blues; examination of African and slave themes; black rage and the rhetoric of "soul". Th 7:30. Bell.

322b *Ideologies of the Struggle (seminar).* A study of the major ideologies, past and present, of the Afro-American equality struggle. Prerequisite: 311a or permission of the instructor. T 3-5.

[357b *Comparative Slave Systems in the Americas.*]

THE MAJOR

Adviser: Giles.

Basis: 101a and 101b.

Requirements:

A. Nine semester courses, in addition to the basis, as follows:

1. General concentration. Four courses, chosen from among 115a and the 200-level courses in the department. Courses at the 300-level may also be used where appropriate.

AFRO-AMERICAN STUDIES

2. Advanced concentration. Four courses, chosen in one area with three courses in a particular field or two courses on a field work experience. The advanced concentration courses may be taken in the Smith College Afro-American Studies Department or in one of the corresponding departments at Amherst, Hampshire or Mount Holyoke Colleges or the University of Massachusetts.
3. Research. 310b.

B. An examination of competence.

Field Work: Students will be encouraged to participate in field work and research in one of the following ways: (a) Course-related work in local communities (e.g., Springfield); (b) Research and participation in communities elsewhere in the United States; (c) Study and work abroad (e.g., in sub-Saharan Africa or the West Indies).

With the permission of the department, students may apply to spend the junior year abroad at an African university participating in the African-American Institute's Program or in the Smith Program in Geneva.

HONORS

Director: Giles.

Requirements: The same as those for the major, including the examination of competence, but a long paper, which may receive one or two semesters' credit, will be substituted for one or two of the courses in Section B of the major requirements listed above.

INTERDEPARTMENTAL MAJOR IN AMERICAN STUDIES

Adviser: Weinstein (History)

This major aims to bring into a single focus certain courses which explore the history of American culture in its broadest sense. It is limited to fifty students, twenty-five each from the junior and senior classes.

Recommended to sophomores planning to major in American Studies: two semesters of European history, and two semesters of American history or HISTORY AND SOCIAL SCIENCE 293a, 293b *American Ideas and Institutions*. A study of American life and thought through intensive analysis of four representative generations from the eighteenth to the twentieth century. The adaptation of American values to changing economic, political, and social conditions. Open to freshmen by permission of the instructor. T 3-5. Fink (Education) and Weinstein (History), first semester; Salisbury (History), second semester.

Requirements:

- A. Eleven semester courses, including the following eight essential courses:
 - Two semester courses in American history.
 - Four semester courses in the American field from at least two of the following departments: Art, Economics, Education, English, Government, Philosophy, Religion, Sociology, and Theatre.
 - AMERICAN STUDIES 231a. An interdisciplinary investigation of selected aspects of American civilization. Required of all junior majors. Topic for 1973-74: New Directions in American Studies. W 7:30. Elkins (History) and Zarov (English).
 - AMERICAN STUDIES 340b *Integrating Course*. Required of all senior majors. W 7:30. Wilson (History) and Zarov (English).
- and incorporating a departmental concentration, i.e., a minimum of five courses in a selected department of which three may not be counted among the eight essential courses specified above.
- B. An interdepartmental examination set by the American Studies Committee.

HONORS

Requirements: the same as those for the major, except that a long paper will be substituted for either one or two of the eleven required courses. The program must also include at least one seminar in the junior and senior years.

Three examinations: an interdepartmental examination, a departmental examination in an American subject, and a special examination to test the candidate's ability to do independent research.

GRADUATE

AMERICAN STUDIES 455a *Advanced Studies*. Topic for 1973-74: Images of America. Hours to be arranged. Weinstein (History) and Rose (Sociology).

INTERDEPARTMENTAL MAJOR IN ANCIENT STUDIES

Adviser: Henderson (Classics).

Basis: Greek 111 or Latin 112b (or the equivalent); History 101b. Competence in both Greek and Latin is strongly recommended.

Requirements: nine semester courses above the basis. Four chosen from Greek 212a, 212b, 322b, 323a, 332b, 334b. Latin 214a, 214b, 322b, 323a, 333a, 335a, 337; two from History: 201a, 202a, 203b, 204a, 303b; and three chosen from Art 209a, 210b, 211a, 212b, 215b, 310a, 312a, Classics 232b, Government 260a, Philosophy 124a, Religion 185, 210a or b, 220b, 235a, 285a, 287b, 328b, and Sociology 230b.

Note that because of the prerequisites in the Department of Classical Languages and Literatures (see p. 89), it will ordinarily be necessary to take a required Latin or Greek course in the sophomore year.

Two examinations: a departmental examination in translation of Greek or Latin or both, and an examination in Ancient History. In both examinations the student will be expected to demonstrate her ability to assess various aspects of the ancient world through the use of source materials in the original.

HONORS IN ANCIENT STUDIES

Director: Henderson.

Requirements: the same as those for the major, with the addition of a long paper equivalent to one or two semester courses.

Three examinations: one in Latin, or Greek, or in both languages, to be taken no later than the first semester of the senior year; an examination in Ancient History; and an examination in classical literature, art, religion, philosophy, or government.

ART

PROFESSORS: PHYLLIS WILLIAMS LEHMANN, PH.D., LITT.D., D.F.A. (HON.)
GEORGE COHEN

*CHARLES WHITMAN MACSHERRY, PH.D.
LEONARD BASKIN, B.A., L.H.D., D.F.A. (HON.)
CHARLES SCOTT CHETHAM, PH.D., *Director of the Museum*
JAMES HOLDERBAUM, PH.D.
WILLIAM LLOYD MACDONALD, PH.D.

**JAY RICHARD JUDSON, PH.D.
ROBERT MARK HARRIS, PH.D.
ELLIOT MELVILLE OFFNER, M.F.A., *Chairman*

ASSOCIATE PROFESSORS: **PETER GARLAND, M.ARCH.

EDWARD JOSEPH HILL, M.F.A.

ASSISTANT PROFESSORS: DAVID BATCHELDER, M.A., M.F.A.

*HELEN E. SEARING, PH.D.
JOHN DAVID STOKES, M.F.A.
SUZANNE BLOOM, M.F.A.
JUDITH A. LERNER, PH.D.
ALAN CURTIS BIRNHOLZ, PH.D.

INSTRUCTORS: JAROSLAW VOLODYMYR LESHKO, A.M.
GARY L. NISWONGER, M.F.A.
MAZIE LIVINGSTON COX, M.ARCH.

LECTURER: ²ELIZABETH MONGAN, A.B.

Students planning to major or to do honors work in art will find that courses in literature, philosophy (233b), religion, and history taken in the first two years will prove valuable. A reading knowledge of foreign languages, especially German, Italian, and French, is strongly recommended as background for historical courses. Biological Sciences 210 is recommended for students with a special interest in landscape architecture. Each of the historical courses may require one or more trips to Boston, New York, or the vicinity for the study of original works of art.

A. HISTORICAL COURSES

100 *Introduction to the History of Western Art.* Major representative works of Western art, from antiquity to the present (including painting, sculpture, and architecture), are studied historically and analytically. Both semesters must be completed in order for credit to be given. Three lectures W 2, Th 3, F 2; and one discussion period. Members of the Department. *Director:* Birnholz (first semester); Leshko (second semester).

101b *Introduction to the History of Western Art.* Restricted to 15 students selected from those taking 100. Th 7:30-9:30 p.m. Harris.

ART

- [102a *Introduction to Historical Architecture*. Major representative works of Western architecture will be studied as stylistic and historic documents. Analytical method, architectural archaeology, and field work will be included. This course may not be substituted for 100 as basis for the major. Offered in alternate years. M 10-11:50, T 10. MacDonald.]
- 201b *Art of Prehistoric and Traditional Societies*. A survey of the various art forms of prehistoric Europe, the Near East, and of the traditional societies of Africa south of the Sahara, Oceania, and the North American Indian; emphasis upon the types characteristic of these diverse cultures. No prerequisite. Alternates with 210b. W Th F 12. Lerner.
- 205a *Great Cities*. Topic for 1973-74: Rome. The fabric and image of the city seen in planning, architecture, and the works of artists and writers. Attention will be paid to the city as an ideal and an example, and the course will deal with it from its foundation to the present, though major periods will be emphasized. Prerequisite: 100 or 102a. Offered in alternate years. M 10-11:50, T 10. MacDonald.
- [206b *History of Sculpture: 1550 to the Present*. Masterpieces of major representative sculptors and sculptural movements as reflections of European and American civilization during the past four centuries. Recommended background: Art 100, or any course in the history of art after the Renaissance. Offered in alternate years. W Th 10, F 10-12. Holderbaum.]
- [207a *Oriental Art*. The art of China and peripheral regions as expressed in painting, sculpture, architecture, porcelain, and the ritual bronzes. The influence of India is studied in connection with the spread of Buddhism along the trade routes of Central Asia. T Th 1:40-2:50. MacSherry.]
- 208b *Oriental Art*. The art of Japan, especially painting, sculpture, architecture, and color prints. Particular attention is given to the roles of native tradition and foreign influences in the development of Japanese art. T Th 1:40-2:50. MacSherry.
- 209a *The Art of the Ancient Near East*. The architecture and representational arts of Mesopotamia, Syria, Anatolia, and Iran from the prehistoric to the Islamic periods, discussed in the context of cultural and historical developments. No prerequisite. W Th F 12. Lerner.
- [210b *Egyptian Art*. The architecture, sculpture, painting, and minor arts of Egypt from the earliest times to the Islamic conquest, with emphasis upon the prin-

cipal sites. Artistic developments will be related to the unique religious philosophy and history of Egypt. Alternates with 201b. No prerequisite. W 12, Th 11-12:50. Lerner.]

211a *The Art of Greece.* Architecture, sculpture, painting, and the minor arts from the prehistoric background to the late Hellenistic age. M T W 9. Lehmann.

212b *The Art of Rome.* Architecture, sculpture, painting, and the minor arts from the late Hellenistic and Etruscan backgrounds to the late antique antecedents of Christian art. Recommended background: 211a or 100. M T W 9. MacDonald.

215b *Ancient Cities and Sanctuaries.* A study of selected Greek and Roman sites as revealed by archaeological, literary, and historical evidence. Planning, architecture, and artistic forms as shaped by social, political, and religious factors. M 10-11:50, T 10. Lehmann.

220b *Early Christian and Byzantine Architecture.* Design and meaning in the architecture of the Christian Roman Empire and the Byzantine era. Emphasis will be on monuments of the fourth, sixth, ninth to eleventh centuries, and the city of Constantinople. Prerequisite: 100 or 221b, or History 215a. Offered in alternate years. M 12, T 11-12:50. MacDonald.

221b *Early Medieval Art.* Art from the time of Constantine to Charlemagne with emphasis on painting, mosaic, and sculpture. Prerequisite: 100, 220b, or the equivalent. M 12, T 11-12:50, W 11. Harris.

[222b *Romanesque and Byzantine Art.* Architecture, sculpture, illuminated manuscripts, and painting from the ninth through the twelfth centuries with emphasis on England, France, Germany, and the Byzantine Empire. Prerequisite: 100 or the equivalent, or 221a. M 12, T 11-12:50, W 11. Harris.]

224a *Gothic Art.* Architecture, sculpture, and painting from the mid-twelfth through the fourteenth centuries with emphasis on France, England, and Germany. Prerequisite: 100. M 12, T W 11. Harris.

[232a *Northern Art.* Dutch, Flemish, French, and German art from the fourteenth through the sixteenth century. From Van Eyck to Bruegel. Given in alternate years. Recommended background: 100. M T 8:40-9:50, W 9 at the option of the instructor. Judson.]

ART

- 233a *Italian Fifteenth-Century Art.* The painting, sculpture, and architecture of the early Renaissance. Recommended background: 100. Alternates with 235a. W Th 10, F 10-11:50. Holderbaum.
- [235a *Italian Sixteenth-Century Art.* Painting, sculpture, and architecture from the High Renaissance to the Counter-Reformation. Recommended background: 100. Alternates with 233a. W Th 10, F 10-12. Holderbaum.]
- 239c *Michelangelo.* Summer, 1973. Florence and Rome, Italy. Holderbaum.
- 241a *The Art of the Seventeenth Century in Italy, France, and Spain.* Recommended background: 100. Th F 8:40-9:50. Offered in alternate years. Judson.
- [242b *Dutch and Flemish Art of the Seventeenth Century.* From Bruegel to Rembrandt. Emphasis on painting and drawing. Recommended background: 100. M T 8:40-9:50, W 9 at the option of the instructor. Judson.]
- 243c *Dutch Art: Sixteenth and Seventeenth Centuries.* Summer, 1973. Amsterdam, The Netherlands. Judson.
- [244b *Baroque Architecture.* Design and meaning in the architecture of Italy and other western European countries from the later sixteenth to the early eighteenth century. Offered in alternate years. Recommended background: 100 or 102a. M 12, T 11-12:50. MacDonald.]
- [246a *Art of the Eighteenth Century in Europe.* Painting, architecture and sculpture in Europe, with emphasis on developments in England and France. Offered in alternate years. Recommended background: 100. W Th F 12, Th 11 at the option of the instructor. To be offered in 1974-75. Searing.]
- 251a *Nineteenth-Century Art.* From Goya and Jacques Louis David through the Impressionist and Post-Impressionist painters. Recommended background: 100. W Th F 12. Leshko.
- [252a *Russian Art.* Architecture and figural arts from the early middle ages to the present. Byzantine influences, icon painting, church architecture, relationships with the West, and the connection of art with Russian culture generally will be studied. Prerequisite: 100. Th F 8:40-9:50. Birnholz.]
- [253a *The Arts in America.* The art of Colonial America and the Early Republic, from the seventeenth to the nineteenth century, including architecture, sculpture, painting, and the decorative arts.]

- [254b *The Arts in America*. American art of the nineteenth and twentieth centuries with emphasis on the major figures and main currents in the various arts.]
- [255a *Architecture of the Nineteenth Century*. Architecture from the late eighteenth century to the 1890s. Alternates with 246a. Recommended background: 100 or 280a, b. M T 1:40-2:50. Searing.]
- 256b *Contemporary Art*. Twentieth-century movements in Europe and America. Recommended background: 100 or 251a. W Th F 12. Birnholz.
- 258b *Architecture of the Twentieth Century*. Modern architecture and urbanism from 1890 to the present. Recommended background: 100, 255a, or 280a, b. M T 1:40-2:50. Not to be offered in 1974-75. Searing.
- 259b *Art of the Film: The Moving Image*. Introduction to the study of the motion picture as a visual art. Emphasis on the viewing and critical analyses of selected films illustrating the historical and formal development of the medium. Admission by permission of the instructor. Enrollment limited to thirty-five students. Not open to freshmen. M T 2-4, and T 7:30 for film study. Cohen.
- 301, 301a, 301b *Special Studies*. Normally by permission of the department for junior and senior majors and for qualified juniors and seniors from other departments.
- 303b *Problems in the History of Art*. Topic for 1973-74: Occidental art criticism from the fifteenth century to the present. Required of senior honors students; open to other students by permission of the instructor. Th 4. Holderbaum.
- [307b *Colloquium on Michelangelo*. Hours to be arranged. Holderbaum.]
- [308a *Studies in English and American Art (colloquium)*. M 3-5. Searing.]

SEMINARS

- 310b *Studies in Ancient Art*. Topic for 1973-74: Medieval and Renaissance Revivals of the Antique. T 3. Lehmann.
- 312a *Studies in Greek Sculpture*. T 3. Lehmann.
- 315a *Studies in Late Antique Art*. Topic for 1973-74: Mediterranean architecture, A.D. 285-325 (the Tetrarchy). M 3-5. MacDonald.
- 321a *Studies in Early Medieval Art*. Th 4-6. Harris.

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- 331a *Studies in Northern Painting*. P. Bruegel and the tradition of landscape painting, drawing and the graphics. Th 7:30. Judson.
- 333a *Studies in Italian Renaissance Art*. Th 4-6. Holderbaum.
- [342b *Problems in Seventeenth-Century Art*. M 7:30. Judson.]
- 351a *Studies in Nineteenth-Century European Art*. T 3-5. Birnholz.
- 352b *The History of Graphic Arts*. Th 3-5. Mongan.
- 356b *Studies in Twentieth-Century Art*. T 3-5. Leshko.
- 357a *Introduction to Museum Problems*. Open to senior Art majors only. T 3-5. Chetham.
- 359b *Studies in Modern Architecture*. Topic for 1973-74: 19th and 20th century housing. M 3-5. Searing.

GRADUATE

For information about graduate work in art, application should be made to the Chairman of the Department.

Adviser: Judson.

400 *Research and Thesis*.

401, 401a, 401b *Advanced Studies*. May be taken for double credit.

433a, [434b] *Art of the Italian Renaissance*. Holderbaum.

B. STUDIO COURSES

A fee for basic class materials is charged in 161a, 161b, 171b, 182a, 182b, 262b, 265b, 271a, 273a, 275a, 282b, 305a, 367a, 372b, 374b, 386a. The individual student is responsible for the purchase of any additional supplies she may require. The department reserves the right to retain examples of work done in studio courses.

It is recommended that studio art majors fulfill the Art 100 requirement in the freshman or sophomore year.

INTRODUCTORY COURSES

Studio courses at the 100 level are designed to accept all interested students with or without previous art experience. Enrollment is limited to twenty students per

section. Two 100-level courses will be considered prerequisites for most offerings at the 200 and 300 levels. However, the second 100-level course may be taken during the same semester as an intermediate-level course with the permission of the instructor.

- 161a *Design Workshop, I.* An introduction to visual experience through a study of the basic principles of design. Nine studio hours of which six must be M T 10-12:50, Batchelder; M T 2-4:50, Cohen; Th F 2-4:50, Bloom (*Director*).
- 161b A repetition of 161a. M T 10-12:50, Niswonger; Th F 10-12:50, Bloom (*Director*).
- 163a *Drawing, I.* An introduction to visual experience through a study of the basic elements of drawing. Nine studio hours of which six must be M T 10-12:50, Niswonger; Th F 10-12:50, Bloom. Stokes (*Director*).
- 163b A repetition of 163a. Nine studio hours of which six must be Th F 2-4:50, Stokes.
- 171b *Introduction to the Materials of Art.* An introduction to materials used in the various arts. For students not intending to major in studio art. Limited to twenty-five students. Th F 10-11:50. Offner.
- 182a *Photography, I.* An introduction to visual experience through a study of the basic elements of photography as an expressive medium. Nine studio hours of which six must be M T 2-4:50, Batchelder; Th F 2-4:50, Hill. Priority given to freshmen and sophomores. Batchelder (*Director*).
- 182b A repetition of 182a. Nine studio hours of which six must be M T 10-12:50. Batchelder.

INTERMEDIATE COURSES

Unless stated otherwise, the prerequisite for intermediate courses is two introductory courses.

- 262b *Design Workshop, II.* Advanced problems in design, emphasizing the continuation of principles of composition, conceptual awareness, and the usage of materials. Prerequisite: 161a or b and 163a or b, or permission of the instructor. Th F 10-12:50. Stokes.
- 264a *Drawing, II.* A continuation of 163a, with emphasis on the study of the human figure. Prerequisite: 163a or b, or permission of the instructor. Nine studio hours of which six must be Th F 10-12:50. Hill.
- [264b A repetition of 264a. Nine studio hours of which six must be M T 10-12:50.]

ART

- 265b *Color*. Studio projects in visual organization stressing the understanding and application of color principles, using the various color media, such as acrylic paint, chalk, and colored paper. Prerequisite: 161a or b, 163a or b, or permission of the instructor. Nine studio hours of which six must be M T 10-12:50. Cohen.
- 266a *Painting, I*. Various spatial and pictorial concepts are investigated through such media as watercolor, oil, acrylic, and mixed media. Prerequisites: 161a or 161b, or 163a or 163b, and permission of the instructor. Th F 2-4:50. Bloom.
- [266b A repetition of 266a. Nine studio hours of which six must be Th F 2-4:50. Bloom.]
- 271a *Graphic Arts*. Methods of printmaking, with emphasis on intaglio techniques. Prerequisite: 161a or b, or 163a or b, or 182a or b, or permission of the instructor. Enrollment limited to twenty students. M T 2-4:50. Niswonger.
- 273a *Sculpture, I*. The human figure and other natural forms. Work in modeling, casting, and welding. Prerequisite: 161a or b and 163 a or b or permission of the instructor. Nine studio hours of which six must be Th F 2-4:50. Offner.
- 275a *An Introduction to Printing*. Setting type and printing books and ephemera on the hand-press. Examination and study of fine printing and rare books. Enrollment limited to ten students. No prerequisite. Admission by permission of the instructor. Th F 10-11:50. Offner.
- [276b *Calligraphy*. The art of writing and constructing letters and the use of calligraphy and lettering as design. Th F 10-11:50. Offner.]
- 280 *Introduction to Architecture, City Planning, and Landscape*. Preliminary instruction in drafting, perspective, and lettering, followed by planning and design problems. Th F 2-4:50. Garland.
- 282b *Photography, II*. Light sensitive processes are employed as a means of visual expression. Admission by permission of the instructor. Th F 10-12:50. Hill.

ADVANCED COURSES

Unless stated otherwise, the prerequisite for advanced courses is one intermediate course.

- 301, 301a, 301b *Special Studies*. Normally by permission of the department for junior and senior majors and for qualified juniors and seniors from other departments.

- 302, 302a, 302b *Tutorial for Juniors and Seniors.* Sculpture, drawing, the history and making of prints, and the making, history and illustration of books. Admission and selection of subject(s) by permission of the instructor. Hours to be arranged. Baskin.
- 305a *The Teaching of Art.* The process, philosophy, planning and organizing of creative activities in the elementary and secondary schools through the use of several media with the emphasis on found materials. Admission by permission of the instructor. M 7:30. (Students who wish 305a to be credited as a course in Education should see the listings of the Department of Education and Child Study.)
- 362a *Painting, II.* Individual expression in pictorial concepts, using various painting media. Prerequisites: 265b or 266a or permission of the instructor. M T 10-12:50. Cohen.
- 362b A repetition of 362a. Nine studio hours of which six must be Th F 2-4:50. Bloom.
- 363b *Experiments in Combined Media.* Problems in the integration of visual media and an exploration of new artistic materials and means. Prerequisite: two intermediate studio courses or permission of the instructor. Th F 2-4:50. Hill.
- 367a *Serigraphy.* Experiments in line, color, and form, using the graphic medium of silkscreen. Prerequisite: 163a or b and two intermediate courses or permission of the instructor. Enrollment limited to fifteen students. Th F 10-12:50. Stokes.
- 372b *Graphic Arts, II.* Advanced study in printmaking, with emphasis on lithography. Prerequisite: 271a, or permission of the instructor. Enrollment limited to twenty students. M T 1-4. Niswonger.
- 374b *Sculpture, II.* Continuation of *Sculpture, I* with work in advanced media. Prerequisite: 273a, or permission of the instructor. Nine studio hours of which six must be Th F 2-4:50. Offner.
- 381 *Architecture.* Further problems in planning and design together with instruction in elementary construction. Prerequisites: 280a and b. Th F 11-12:50. Garland.
- 383a *Problems in Landscape Design, I.* Prerequisites: 280a and b. Th F 11-12:50. Garland.

ART

- 384b *Environmental Design*. Readings and discussion in landscape architecture, garden design, urban design, city planning, and architecture. Hours to be arranged. Garland.
- 386b *Film Making*. Prerequisite: 282b or permission of the instructor. M T 2-4:50. Batchelder.

SEMINARS

- [340a *Seminar in Visual Studies*.]
- [341b *Seminar in Visual Studies*.]

GRADUATE

- 460a, 460b *Studies in Design, Drawing, Painting, Photography, Graphic Arts, or Sculpture*. Members of the Department.
- 481 *Architecture*.
- 483 *Landscape Architecture*.

THE MAJOR

Advisers: Batchelder, Birnholz, Bloom, Cohen, Harris, Hill, Holderbaum, Judson, Lehmann, Lerner, Leshko, MacDonald, Niswonger, Searing, Stokes.

Based on 100, or 161a or b, or 163a or b, or 182a or b. Exemption from 100 will be granted to students who pass an examination administered by the department at the beginning of the year.

Plan A

Basis: 100

Requirements: 100 and one course in Section B and seven semester courses in Section A, including three from three of the six areas Alpha through Zeta. Students are required to take at least one seminar (as of the Class of 1975).

Alpha (Ancient): 201b; 209a; 210b; 211a; 212b; 312a; 315a.

Beta (Medieval): 220b; 221b; 222b; 224a, 321a.

Gamma (Renaissance): 232a; 233a; 235a; 239c; 307b; 331a; 333a.

Delta (Baroque and Rococo): 206b; 241a; 242b; 243c; 244b; 246a; 253a; 342b; 352b.

Epsilon (the last 200 years): 250b; 251a; 252a; 254b; 255a; 256b; 258b; 259b; 308a, 351a; 356b; 359b.

Zeta (Oriental or African): 201b; 207a; 208b.

The senior competence requirement may be *either*:

1. *A comprehensive examination.* This will be a more or less traditional written examination consisting of a question or two chosen by the major from a fairly large number of questions dealing with broad topics such as style, iconography, media, etc., or
2. *A topic for independent reading.* If a student elects this choice, she will confer with the faculty member who teaches the subject of her interest and that faculty member will provide her with a reading list and advice about procedure. After two or three weeks of outside reading, she will then be examined orally or pass in a short critical paper. In this election, the topics will be fairly restricted, for example: Twelfth-Century Sculpture in France; The Early Etchings of Rembrandt.

Plan B

Basis: 100 and, in addition, any *two* of the following: 161a or b, or 163a or b, or 182a or b.

Requirements: The basis, plus six semester courses in studio art, and two semester courses in history of art from two of the six areas Alpha through Zeta.

Majors are strongly urged to take at least one seminar. Two semester courses in closely related subjects offered by other departments may, with the approval of the adviser, be counted as credit toward the major.

The senior competence requirement: In addition to course requirements, seniors are required to do an independent project of no less than six weeks' duration. Proposals are to be submitted for departmental approval between December 1 and February 1. The deadline for completion of the project is May 1.

Recommendation: During the fall term, all studio seniors will meet with members of the studio faculty at three-week intervals (W 7:30-10) for the purpose of developing out of current work a conception and working plan for the project.

HONORS

Director: Harris.

Basis: 100.

Requirements: Eight semester courses, including 303b, taken during the second semester of the senior year. In addition, the candidate will write a long paper during the first semester of that year equivalent to one semester course.

Two examinations: a general examination on the history of art; and one testing the candidate's ability to analyze and to interpret original works of art.

ASTRONOMY

- PROFESSOR: WALTRAUT CAROLA SEITTER, PH.D., HABILITATION
ASSISTANT: KRYSZYNA HELENA JAWOROWSKA
- LECTURERS: THOMAS TRAVIS ARNY, PH.D. (Associate Professor, University of Massachusetts)
TOM R. DENNIS, PH.D. (Assistant Professor, Mount Holyoke College)
WILLIAM A. DENT, PH.D. (Associate Professor, University of Massachusetts)
COURTNEY P. GORDON, PH.D. (Assistant Professor, Hampshire College)
KURTISS J. GORDON, PH.D. (Assistant Professor, Hampshire College)
GEORGE S. GREENSTEIN, PH.D. (Assistant Professor, Amherst College)
EDWARD ROBERT HARRISON, F.INST.P. (Professor, University of Massachusetts), *Acting Chairman*
G. RICHARD HUGUENIN, PH.D. (Professor, University of Massachusetts)
†WILLIAM MICHAEL IRVINE, PH.D. (Professor, University of Massachusetts), *Chairman*
RICHARD N. MANCHESTER, PH.D. (Associate Professor, University of Massachusetts)
BRIAN O'LEARY, PH.D. (Assistant Professor, Hampshire College)
JOHN D. STRONG, PH.D. (Professor, University of Massachusetts)
EUGENE TADEMARU, PH.D. (Assistant Professor, University of Massachusetts)
JOSEPH H. TAYLOR, JR., PH.D. (Associate Professor, University of Massachusetts)
DAVID J. VAN BLERKOM, PH.D. (Assistant Professor, University of Massachusetts)

The Astronomy Department is a five college department. Courses designated FC (Five College) are taught jointly with Amherst College, Hampshire College, Mount Holyoke College and the University of Massachusetts. The astronomy resources of all five institutions are available for student use. They include, among others, an observatory on the roof of McConnell Hall, the Whately Observatory of Smith College with a 16" Cassegrain Reflector, the Five College Radio Observatory in the Quabbin Reservoir region, the Amherst Observatory with an 18" refractor, and the Williston Observatory 24" reflector at Mount Holyoke. Students may obtain research and thesis material here or as guest observers at other observatories in the United States or in Bonn, Germany.

Students entering the Master's and Doctor's programs in astronomy are expected to have a sound background in undergraduate physics and mathematics.

101a, 101b *Introduction to Astronomy.* The motions and physical nature of the moon, the planets, comets, and meteors. Introduction to elementary astronomical spectroscopy and the laws of radiation. Hypotheses of the origin of the solar system, the structure of the sun. Study of stars, stellar systems, and recent theories of stellar and galactic evolution. Opportunity for laboratory work, astronomical observation at the Smith College campus and Whately observatories, and the use of the Amherst College planetarium. Lectures and discussion. W Th 10, F 10-12; laboratory-observation periods by arrangement.

122a (FC22) *General Astronomy.* A quantitative introductory course describing our present knowledge of the universe and the means whereby it has been obtained. The properties of the solar system, individual and multiple stars, interstellar matter, our galactic system, external galaxies, and the possibility of extraterrestrial life are considered. Prerequisites: Mathematics 104a or b and Physics 115; or permission of the instructor. T Th 2-3:30.

122b (FC22) *General Astronomy.* Repetition of 122a. T Th 2-3:30.

SCIENCE 193a, 193b *Science for the Humanist: Atoms and Galaxies.* See p. 220.

220b (FC20b) *Cosmology.* Cosmological models and the relationship between models and observable parameters. Topics in current astronomy which bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology, and its future as a science. Two two-hour meetings. Prerequisites: one semester of calculus and one science course.

231a (FC31) *Space Science: Topics of Current Astronomical Research.* The aims and results of space research and exploration, recent developments in stellar evolution, cosmology, and current research in radio astronomy. Prerequisite: 101 or 122; intended primarily for students in Major Program I. M W 2.

234b (FC34b) *Development of Astronomy.* The history of astronomy is traced from prehistoric petroglyphs to the space age. Emphasis is placed on the development of important ideas in the field and the relation of astronomy to other cultural trends. Prerequisites: 101 or 122 a or b or permission of the instructor. M W 2.

237a (FC37a) *Astronomical Observation.* An introduction to the techniques of gathering and analyzing astronomical data. Subjects to be covered depend

ASTRONOMY

somewhat on individual interests: fundamental astronomical catalogs and their uses, photography, photometry, spectroscopy and classification of spectra, techniques of planetarium use, basic radio astronomy, introduction to telescope design and use, the astronomical distance scale. Three hours of classroom work per week, some of which will be observing sessions to be arranged. Prerequisite: 101a, 101b, 122a or b; intended primarily for students in Major Program I. T Th 2.

- 238b (FC38b) *Techniques of Modern Astronomy*. An introduction to modern methods of astronomical observation and data reduction. Specific techniques of optical astronomy, radio astronomy, and space astronomy will be discussed and analyzed. Laboratory experiments and field observations will also be performed by students during the semester. Prerequisite: Physics 115 or permission of the instructor. T Th 2.
- 301a, 301b *Special Studies*. Admission by permission of the department for students who have had three semester courses in astronomy. Opportunities for theoretical and observational work are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy, and exobiology.
- 343a (FC43a) *Astrophysics (I)*. Basic topics in astrophysics. Equilibrium configurations and the physical state of stellar interiors. Polytrope models. Interaction of radiation and matter, and radiative transfer. Radiative and convective equilibrium. Study of opacity. Prerequisite: Physics 214a and 220b, or permission of the department. M F 1:30-3:20.
- 344b (FC44b) *Astrophysics (II)*. Continuation of basic topics in astrophysics. Sources of nuclear energy. Stellar atmospheres and limb darkening. Electron degenerate configurations. Star formation. Introduction to simple model building. Stellar evolution. Elementary plasma physics. Prerequisite: 343a or permission of the department. M F 1:30-3:20.

See also courses in the History of Science, pp. 219-220.

GRADUATE

- UMass 700 *Independent Study*. Special study in some branch of astronomy or astrophysics, either theoretical or experimental, under the direction of a member of the faculty. Prerequisites: Permission of the Chairman and the instructor.
- UMass 730 *Radio Astrophysics*. The physical theory fundamental to Radio Astronomy: propagation of electromagnetic waves in plasma; Faraday rotation; the emission and absorption of synchrotron radiation and bremsstrahlung emission; spectral lines at radio frequencies; non-thermal radio source models. Prerequisites: Physics 334b and 340a.

- UMass 731 *Radio Astronomy*. An introduction to observational radio astronomy. Topics will include a brief survey of areas to which radio observations have made important contributions; antenna systems, interferometers, radiometric systems, and other instrumentation; observing methods and techniques such as lunar occultations. Prerequisites: Physics 320a and 334b.
- UMass 740 *Galactic and Extragalactic Astronomy*. The stellar density and luminosity functions as applied to the problem of galactic structure. Determination of the galactic force field from stellar motions. Spiral structure, star clusters, and their stability. Prerequisite: Physics 320a or permission of the instructor.
- UMass 741 *The Interstellar Medium*. Observed properties of the interstellar medium from optical and radio data: composition, distribution, and motions. Transfer of dilute radiation and its production in a rarified gas. The dynamics of the gas as influenced by radiation and gravity. Prerequisites: 344b or permission of the instructor.
- UMass 743 *Stellar Atmospheres*. Theory of stellar atmospheres. Observational methods and data, formation of the continuous spectrum, line formation and curve of growth techniques in normal stars, stars with envelopes, variable stars, novae, magnetic fields in stars. Departures from local thermodynamic equilibrium. Prerequisite: 344b.
- UMass 744 *Stellar Structure*. A study of stellar structure and evolution. This course will consider topics in energy generation and transfer in the interior of stars, convective and radiative equilibrium, the computation of stellar models and evolution of young and old stars, red giants, pulsating stars, novae and white dwarfs. Prerequisites: 343a, UMass Computer Science 409 or the equivalent.
- UMass 745 *The Sun*. The determination of physical conditions in the solar atmosphere using the various observational data. Features of both the quiet and the active sun are discussed, including granulation, limb darkening, plages, and sunspots. Solar-terrestrial relationships. Prerequisite: 344b.
- UMass 746 *Solar System Physics*. The physics and chemistry of planetary atmospheres, surfaces, and interiors. Comets, meteors, and asteroids. The solar wind, solar terrestrial relations, and the interplanetary medium. Advanced topics in mechanics applicable to astronomical problems. Prerequisites: Physics 320a and 334b and Astronomy 344b, or permission of the instructor.
- UMass 748 *Cosmology and General Relativity*. Observational cosmology and cosmological principles. Background radiation and Olbers' paradox. Newtonian cosmology. General relativity, gravitational waves, relativistic cosmology, and gravitational collapse. Theories of the universe and the origin of celestial structure. Prerequisite: Physics 340a, or permission of the instructor.

ASTRONOMY

UMass 850 *Advanced Topics in Astronomy*. Topics of special interest not currently covered in regular courses. Prerequisite: permission of the instructor.

UMass 860 *Seminar on Research Topics in Astronomy*. Topics of current interest not covered in regular courses. Instruction via reading assignments and seminars. Prerequisite: permission of the instructor.

THE MAJOR

Adviser: Seitter.

Two programs are offered. Both programs require a competence project or paper in the senior year.

Program I is designed to meet broad individual interests, incorporating courses in related fields such as the history and philosophy of science. It is intended for students interested in secondary school teaching or scientific writing and editing. A departmental adviser should be consulted as soon as possible for further details and help in planning individual curricula.

Basis: 101, or 122a or b.

Requirements: Ten semester courses including Physics 115; Mathematics 202a or 202b and 222a, or the equivalent; any four upper division astronomy courses. The remaining courses may be in related fields such as mathematics, physics, or the history and philosophy of science. Students planning to teach in secondary schools may wish to elect courses in education as well.

Program II is designed for pre-professional students planning to do graduate work in astronomy.

Basis: 101a and 101b, or 122a or 122b.

Requirements: Ten semester courses including Physics 115; Mathematics 104a or 104b, 202a or 202b and 222a, or the equivalent; and at least two semesters of astronomy taken from 237a (FC37a), 238b (FC38b), 343a (FC43a), 344b (FC44b), or graduate courses. The remaining courses should be elected from advanced astronomy and physics courses. Students are particularly urged to take Physics 220b, 320a, 334b, 340a, and 348b.

HONORS

Director: Any member of the joint department.

Prerequisites: 101, or 122a or b; Physics 115.

Requirements: Eight semester courses including the following: 343a (FC43a), 238b (FC38b), (or other combinations approved by the department); Mathematics 202a or b, and 222a; at least two additional semester courses in physics, and two in mathematics; a thesis equivalent to two semester courses on a topic approved by the department; competence project or paper in the senior year.

An honors thesis and an oral examination on the thesis.

INTERDEPARTMENTAL MAJOR
IN
BIOCHEMISTRY

Advisers: deVillafranca (The Biological Sciences), Hellman (Chemistry).

Based on Biological Sciences 201a or b, and Chemistry 101a or 102a or 102b or 103a.

Requirements: Biological Sciences 100a or b, 201a or b, 300b, 302b; Chemistry 101a or 102a or 102b or 103a, 222, 231a, 352a; and two additional courses selected from the Biological Sciences or Chemistry with the approval of the adviser. Mathematics 104a or b, or its equivalent, is a prerequisite for Chemistry 231a.

Recommended courses: Students planning further study in Biochemistry are advised to include Physics 115, the second semester of Chemistry 231, and additional courses in mathematics.

Exemption from required introductory courses may be obtained on the basis of Advanced Placement or departmental examinations.

Students are advised to complete all introductory courses as well as Biological Sciences 201a or b and Chemistry 222 before the junior year.

An examination or paper in Biochemistry.

HONORS

Directors: de Villafranca, Hellman.

Requirements: Biological Sciences 100a or b, 201a or b, 300b 302b; Chemistry 101a or 102a or 102b or 103a, 222, 231a, 352a; and one additional course selected from the Biological Sciences or Chemistry with approval of the adviser; a research project equivalent to one course each semester of the senior year.

An examination in Biochemistry and an oral presentation of the honors thesis.

THE BIOLOGICAL SCIENCES

PROFESSORS:	B. ELIZABETH HORNER, PH.D. GEORGE WARREN DE VILLAFRANCA, PH.D. *CARL JOHN BURK, PH.D., <i>Chairman</i>
ASSOCIATE PROFESSORS:	DAVID ANDREW HASKELL, PH.D. ELIZABETH ANN TYRRELL, PH.D., <i>Acting Chairman, first semester</i>
ASSISTANT PROFESSORS:	JEANNE ADELE POWELL, PH.D. JOYCE MARIE GREENE, PH.D. †LOUISE LUCKENBILL EDDS, PH.D. STEPHEN G. TILLEY, PH.D. PHILIP D. REID, PH.D. ROBERT B. MERRITT, PH.D. MARGARET ANDERSON OLIVO, PH.D. RICHARD FRANCIS OLIVO, PH.D.
DIRECTOR OF THE BOTANICAL GARDENS:	GREGORY D. ARMSTRONG, B.S., KEW DIP. THOMAS C. MCGRATH, A.M.
TEACHING FELLOWS:	MARJORIE HOLLAND SACKETT, A.B. MARILYN JEAN MARTINYAK, A.B. JANE S. MORELLO, B.A. SCOTT D. LAUERMANN, A.B. ELAINE J. LANGLOIS, M.A.T., M.A. ALISON LA VOY, A.B. DEBRA K. LAWRENCE, A.B. CATHLEEN CURRAN MYERS, A.B.
LECTURERS:	MARY HELEN LAPRADE, PH.D. KENNETH ANTHONY SMITH, JR., M.P.H.

Students planning to major in the Biological Sciences are advised to take 100a or b and an additional semester course in the department during the freshman year. Chemistry 101a, or 102a or b, or 103a should be taken not later than the sophomore year. Chemistry 222 and Physics 115 are strongly recommended for all majors.

Students who have attained scores of 4 or 5 on the College Board Advanced Placement examination are automatically qualified for entrance into courses for which 100a or b is the sole prerequisite. Other students who wish to elect 100a or b, or courses for which 100a or b is a prerequisite, and who offer entrance units in biology, *must take* the departmental placement examination at the opening of college before the beginning of classes. On the basis of this examination, selected students will be admitted directly to courses having 100a or b as a requirement.

Unless otherwise stated, 100a or b or permission of the instructor is a prerequisite for all other courses in the department. Note that there are additional prerequisites for some advanced courses.

THE BIOLOGICAL SCIENCES

- 100a *Principles of the Biological Sciences.* An introduction to the study of life from the level of molecules and cells through the organism to the community, ecosystem, and the biosphere. The cell theory, the genetic code, evolution, and ecological relationships are stressed as unifying integrative concepts; the structure and function of the vertebrate animal and the vascular plant are examined and contrasted. Two lectures and one three-hour laboratory. Lec. Th F 8:40-9:50; 8-8:40 at the option of the instructor; lab. M, T, Th or F 2-4:50 or T 9-12. Members of the Department. Haskell (*Director*).
- 100b A repetition of 100a. Lec. Th F 8:40-9:50, 8-8:40 at the option of the instructor; lab. M, T or Th 2-4:50 or T 9-12. Members of the Department. Haskell (*Director*).
- 111b *Plant Biology.* Plant structure and function at the cellular, organismal, and population level; phylogenetic survey of the plant kingdom; plants and civilization. Three lectures and one three-hour laboratory. Lec. W Th F 10; lab. M 2-4:50. Reid.
- 122b *Microorganisms and Man.* A study of microorganisms in relation to man and his environment. Through lectures, demonstrations and discussion the merits and hazards of microbial activities will be illustrated. Designed for the non-biological science major. No prerequisite. Lec. M 10-11:50, T 10. Tyrrell.
- 130a *Vertebrate Zoology.* Evolution of form and function in vertebrates. Three lectures and two two-hour laboratories. Lec. W Th F 10; lab. Th F 11 or Th F 2. Horner.
- [130b A repetition of 130a. Lec. W Th F 10; lab. Th F 11. Horner.]
- 131b *Invertebrate Zoology.* A study of a wide variety of invertebrate animals with emphasis on their unique features as individual animals and their phylogenetic relationships. Two lectures and two two-hour laboratories. Lec. M T 9; lab. M T 2-3:50. Laprade.
- 132a *Mammalian Physiology and Anatomy.* A study of the function and structure of mammalian organ systems with emphasis on man. Three lectures and one three-hour laboratory. Lec. M 12, T W 11; lab. M or Th 2-4:50. de Villafranca.
- 201a *Cell Biology.* An introduction to the cellular and sub-cellular organization and function in representative examples from plants, animals, and unicellular organisms which illustrate the unity of biological material. Prerequisite: Chemistry 101a or the equivalent, or permission of the instructor. Three

THE BIOLOGICAL SCIENCES

lectures and one three-hour laboratory. Lec. M T 8:40-9:50, W 9; lab. M, T or F 2-4:50. de Villafranca, Reid.

- 201b A repetition of 201a. Lec. M T 8:40-9:50, W 9; lab. M 2-4:50.
- 202a *Genetics*. A study of the principles of inheritance of likeness and variation with some application to man. Three lectures and three hours of laboratory. Lec. M T 8:40-9:50, W 9; lab. M or T 2-4:50. Merritt.
- 202b A repetition of 202a. Lec. M T 8:40-9:50, W 9; lab. M or T 2-4:50. Merritt.
- 210 *Horticulture*. Theory and practice of plant cultivation and improvement, with a study of the species commonly cultivated and the preparation of gardens. Two lectures and two two-hour laboratories. Lec. Th F 10; lab. Th F 11-12:50. Armstrong.
- 211a *Morphology of the Non-Vascular Plants*. Studies in the structure, reproduction, phylogeny, classification, and significance of selected algae, fungi, liverworts, and mosses. Prerequisite: 111b or permission of the instructor. Three hours of lecture and two hours of laboratory. Offered in alternate years. W 7:30-9:30 and three hours to be arranged. Haskell.
- 212b *Morphology of the Vascular Plants*. Studies in the structure, reproduction, phylogeny, classification, and significance of living and fossil ferns, fern allies, gymnosperms, and angiosperms. Prerequisite: 111b or permission of the instructor. Three hours of lecture and two hours of laboratory. Given in alternate years. W 7:30-9:30 and three hours to be arranged. Haskell.
- 213b *Plant Systematics*. Classical and modern approaches to the taxonomy of higher plants with emphasis on evolutionary trends and processes, principles of classification and identification of local flora. Field work. Two lectures and three hours of laboratory. Lec. Th 3, F 2; laboratory hours to be arranged. Burk.
- 214b *Plants and Human Welfare*. Exploitation of plants as food and fibre in the context of an overpopulated, shrinking world; agrarian economy and modern man. No prerequisite. M 7:30-9:30 and two hours to be arranged. Reid.
- 220a *General Bacteriology*. Distribution, classification, and general morphology of bacteria, followed by an introduction to bacterial physiology and methods of controlling bacterial growth. Prerequisite: Chemistry 101a or the equivalent. Two lectures and two two-hour laboratories. Lec. Th 3, F 2; lab. W 2-3:50, F 3-4:50. Tyrrell.

THE BIOLOGICAL SCIENCES

- 231a *Embryology*. A study of gametes, fertilization, cleavage, gastrulation, and the early development of organ systems in amphibians, birds, and mammals. Prerequisite: 130a or permission of the instructor. Three lectures and one four-hour laboratory. Lec. W Th F 12; lab. Th 2-5:50. Powell.
- [232b *Histology*. A study of animal tissues including their origin, differentiation, functions, and their arrangement in organs. Prerequisites: 130a or 132a. Two lectures and two two-hour laboratories. Lec. Th F 10; lab. Th F 11-12:50. Edds.]
- 240a *Principles of Ecology*. A study of the relation of plants and animals to each other, as well as to the physical and chemical factors operating on them in different environments. Attention is given to populations, energy relationships, limiting factors, community organization, and succession. Three lectures and three hours of laboratory or field work. Lec. M T W 9; lab. M or T 2-4:50. Tilley.
- 241a *Conservation of Natural Resources*. Basic ecological principles and their application to the conservation for human society of soil, water, vegetation, and wildlife. Two lectures and one fall field trip. Lec. Th 7:30-9:30. Tilley.
- 242b *Biogeography*. Study of major patterns of distribution of life and of the environmental and historical factors determining these patterns. Prerequisite: any course in ecology or systematics. Offered in alternate years. Two two-hour meetings. M T 3-4:50. Horner, Burk.
- 243b *Evolution and Systematics*. The evolutionary process, primarily in diploid, sexually reproducing organisms. Emphasis is placed on the genetic basis of evolution, genetic structures of populations, mechanics of natural selection, speciation, and the evolutionary basis of taxonomy. M 12, T W 11. Tilley.
- 244a *Concepts of Public Health*. The development of the modern public health movement since its inception, with emphasis on the period from the sanitary awakening of the nineteenth century to the present day. Basic concepts and current activities of official and non-official organizations will be evaluated. Prerequisite: 100a or b; open to juniors and seniors without prerequisite. W 12, Th 11-12:50. Smith.
- 245b *Environmental Health*. An analysis of the problems of public health created by man in his environment, including a survey of the controls currently applied to housing, and the contamination of the atmosphere, water, and food supplies. Prerequisite: 100a or b; open to juniors and seniors without prerequisite. Th 10, F 10-11:50.

THE BIOLOGICAL SCIENCES

- 300b *Cell Physiology*. Molecular and cellular aspects of contractility, irritability, conductivity, permeability, and respiration. Prerequisites: 201a, Chemistry 222. Three hours of discussion and one four-hour laboratory. Lec. W Th F 12, Th 11 at the option of the instructor; lab. Th 2-5:50.
- 302b *Molecular Biology*. The molecular basis of cell structure and function, with particular emphasis on protein structure, function, and synthesis. Prerequisites: 300b and permission of the instructor. Two hours of discussion and one four-hour laboratory. Dis. W 7:30-9:30; lab. Th 2-5:50. de Villafranca.
- 303a *Introduction to Biological Fine Structure*. Discussion of recent advances in the fine structure of biological materials with practice in the basic techniques of electron microscopy. Admission by permission of the instructor. Prerequisite: 201a or permission of the instructor. Lec. W 2; lab. T 1:40-5:50.
- [311a *Plant Anatomy*. A study of the microscopic structure of the vegetative and reproductive organs of seed plants. Prerequisite: 111b or permission of the instructor. Offered in alternate years. Two hours of lecture and two hours of laboratory. W 7:30-9:30 and two hours to be arranged. Haskell.]
- 312a *Plant Physiology*. Plants as members of our ecosystem; water economy; photosynthesis and metabolism; special emphasis on the study of growth and development as influenced by external and internal factors; survey of some pertinent basic and applied research. Prerequisites: 111b and Chemistry 101a or the equivalent. Two lectures and one three-hour laboratory. Lec. T 11-12:50, W 11; lab. F 2-4:50. Reid.
- [313b *Plant Embryology and Development*. An integrative study of embryology, development, and growth physiology of the higher plants. Prerequisites: 202b, 311a, and 312b; or the equivalent by permission of the instructor. Offered in alternate years. Four hours of lecture and discussion. W 7:30-9:30 and two hours to be arranged. Haskell.]
- 320a *Bacterial Physiology*. A comprehensive study of bacterial cytology, physiology, and genetics. Prerequisites: 220a and Chemistry 222. Two lectures, one three-hour laboratory, and one hour to be arranged. Lec. M T 2; lab. T 3-5:50. Tyrrell.
- 321b *Pathogenic Microbiology*. An introduction through cultural, biochemical, serological studies to representative species of the more important disease-producing bacteria and fungi; their effect upon man and his world. Prerequisites: 220a and Chemistry 222. One hour of lecture and five hours of laboratory. Lec. Th 2; lab. Th 3-4:50, F 2-4:50. Greene.

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- 322b *Principles of Virology*. Introduction to current concepts of virus multiplication and effects on host cells, techniques of virus propagation, and methods of titration and neutralization. Prerequisites: 220a and Chemistry 222. Two lectures, one three-hour laboratory, and one hour to be arranged. Lec. M T 2; lab. T 3-5:50. Tyrrell.
- 327a *Immunology*. An introduction to the immune response with emphasis on antibody structure and the cellular, biochemical, and genetic basis of immunity. Transplantation, allergy and immunological diseases will also be discussed. Prerequisites: 201a or 220a, and Chemistry 222. Two lectures and two two-hour laboratories. Lec. Th F 2; lab. Th F 3-4:50. Greene.
- 330b *Developmental Biology*. A study of the experimental evidence for interacting systems in fertilization and in the differentiation of tissues and organs with special emphasis on the cellular and molecular mechanisms in development of organisms of a variety of levels of organization. Prerequisite: 201a or by permission of the instructor. Two hours of discussion and four hours of laboratory. Dis. Th 11-12:50; lab. Th 2-5:50. Powell.
- 333b *Vertebrate Physiology*. A study of homeostatic and integrative mechanisms in vertebrates. Prerequisites: 130a and Chemistry 222, or permission of the instructor. Three lectures and one three-hour laboratory. Offered in alternate years. Lec. M 10-11:50, T 10; lab. T 2-4:50. de Villafranca.
- [334b *Invertebrate Physiology*. A study of homeostatic and integrative mechanisms in invertebrates. Prerequisites: 131b, Chemistry 222a or the equivalent. Alternates with 333b. Lec. M 10-11:50, T 10; lab. T 2-4:50.]
- [340a *Plant Ecology*. A study of plant communities and the relationships between plants and their environment, with emphasis on field work and review of current literature. Two lectures and three hours of laboratory. Lec. Th 3, F 2; laboratory hours to be arranged. Burk.]
- [341a *Radiation Biology*. Responses of living matter to high-energy radiations, and movement of radio-nuclides through living systems. Hazards and benefits of radioactivity as an increasing component in scientific methodology and in the environment. Admission by permission of the instructor. Recommended background: 202b, Chemistry 222, and Physics 115. Two lectures, two hours of laboratory and demonstration, and independent work.]
- 345b *Animal Behavior*. Study of vertebrate and invertebrate behavior; orientation, navigation, and migration; activity rhythms; social behavior, with emphasis on problems of communication; ethograms; learned and unlearned behavior

THE BIOLOGICAL SCIENCES

as related to ecology and evolution. Prerequisites: three semester courses from Fields B and E, and permission of the instructor. One two-hour lecture and one four-hour laboratory. Lec. T 11-12:50; lab. Th 2-5:50. Horner.

346b *Evolution and Ecology of Man.* The situation of man in nature as an evolutionary and historical complex. Open to juniors and seniors without prerequisite. Lec. Th 7:30-9:30. Tilley.

350a, 350b *Special Studies.*

SEMINARS

[324a *Backgrounds of Microbiology.* A survey of the discoveries and developments in scientific thinking which culminated in the science of microbiology. Prerequisite: 220a. W 7:30-9:30.]

325b *Health Education.* Problems in the dissemination of accurate public health information to the individual and to the community. W 7:30-9:30.

326b *Modern Concepts in Microbiology.* Recent developments in microbiology and immunology. Directed readings and group discussion. Prerequisite: 220a. Th 7:30-9:30.

337a *Topics in Genetics.* Presentation and discussion of current research. Prerequisite: 202b or permission of the instructor. Merritt.

338a *Topics in Cell Biology.* Molecular regulation of cellular metabolism, Prerequisite: 201a and Chemistry 222. M 7:30-9:30.

342b *Topics in Environmental Biology.* Current topics of research concerning the structural, dynamic, and evolutionary aspects of animal populations. Prerequisite: 240a or 243b or the equivalent. Hours to be arranged. Tilley.

See also courses in the History of Science, pp. 219-220.

GRADUATE

Adviser: de Villafranca.

Courses will be available as needed and may be open to seniors by special permission if they have satisfactorily completed all the requirements for the major.

400, 400a, 400b *Research and Thesis.*

404a, 404b *Advanced Studies in Molecular Biology.* Members of the Department.

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- 410a, 410b *Advanced Studies in Botany.* Members of the Department.
- 420a, 420b *Advanced Studies in Microbiology.* Members of the Department.
- 430a, 430b *Advanced Studies in Zoology.* Members of the Department.
- 432a *Advanced Vertebrate Anatomy.* Detailed comparative analysis of one or more organ systems with emphasis on functional and evolutionary considerations. Admission by permission of the instructor. One hour of lecture and five or more hours of independent laboratory work. Horner.
- 440a, 440b *Advanced Studies in Environmental Biology.* Members of the Department.
- 450a, 450b *Seminar on recent advances and current problems in the Biological Sciences.* Selected topics for reading and individual reports. Members of the Department.

THE MAJOR

Advisers: Field A, Reid; Field B, Tilley; Field C, Haskell; Field D, Tyrrell; Field E, Horner.

Based on 100a or b and Chemistry 101a, or 102a or b, or 103a. Any alternatives require approval of the Chairman of the Department.

Requirements: Nine semester courses, above the basis of the major, excluding Special Studies, and including a minimum of six courses in the field of concentration (from those courses listed below in parentheses after the field name) and two in two other fields within the department. A course listed in a field may not be used to fulfill a distribution requirement for majors in that field. An examination in the senior year.

- Fields: A. Molecular and Cellular Biology (201a*, 202b, 300b, 302b, 303a, 330b, 337a, 338a; Chemistry 222*)
- B. Environmental Biology (202b, 240a*, 241a, 242b, 243b*, 244a, 245b, 340a, 341a, 342b, 345b, 346b)
- C. Botany (111b*, 202b, 210, 211a, 212b, 213b, 214b, 311a, 312a, 313b, 340a)
- D. Microbiology (202b, 220a*, 320a, 321b, 322b, 324a, 326b, 327a; Chemistry 222*)
- E. Zoology (130a*, 131b*, 132a, 202b, 231a, 232b, 243b, 333b, 334b, 345b, 432a)

*Course required within the field of concentration.

THE BIOLOGICAL SCIENCES

HONORS

Director: Horner.

Basis: The same as that for the major.

Requirements: Nine semester courses above the basis, as for the major, and one course in each semester of the senior year involving an individual investigation culminating in a thesis.

An examination and an oral presentation and defense of the thesis.

PRE-MEDICAL AND PRE-HEALTH PROFESSIONAL PROGRAMS

Advisers: Tyrrell (The Biological Sciences), Senechal (Mathematics) for juniors and seniors; Bossert (Chemistry), Callahan (Mathematics), Hellman (Chemistry), Powell (The Biological Sciences), Volkmann (Psychology) for freshmen and sophomores.

Students may prepare for medical school by majoring in any department if they include in their programs courses which meet the minimum requirements for entrance to most medical schools. These requirements are: one year each of English, inorganic chemistry, organic chemistry, physics, and general biology. Other courses often recommended are vertebrate zoology, genetics, embryology, physical chemistry, and mathematics through calculus. Since medical schools differ in the details of their requirements, students should inquire as early as possible about the requirements of the schools of their choice in order to plan their program appropriately.

Students interested in other health-related professions should also consult one of the above advisers for assistance in planning their programs.

CHEMISTRY

PROFESSORS:	MILTON DAVID SOFFER, PH.D. GEORGE STONE DURHAM, PH.D., <i>Chairman</i>
ASSOCIATE PROFESSORS:	GEORGE MORRISON FLECK, PH.D. KENNETH PAUL HELLMAN, PH.D.
ASSISTANT PROFESSORS:	†THOMAS HASTINGS LOWRY, PH.D. EMILY CAROL BOSSERT, PH.D. CHARLES LEVIN, PH.D.
TEACHING FELLOWS:	SUSAN ADAIR LAZARUS, A.M. MALLORY FREDERICK LOEWE, B.A. WILLIE CARL NASH, B.A. ERIC CHRISTIAN FINK, B.A.
LECTURER:	LÂLE AKA BURK, PH.D.

Students who are planning to major in chemistry should elect an introductory chemistry course in the freshman year. They are advised to complete Mathematics 102a and 103b, or 103a and 104b the first year. They should consult with a member of the department early in their college career.

All intermediate courses require as prerequisite a semester course in introductory chemistry or a score of 4 or 5 on the Advanced Placement examination.

- 101a *General Chemistry*. An introductory course designed for students with no previous chemistry and for those whose background in chemistry is weak. The course will consider some of the basic facts of experimental chemistry and the interpretation of these facts through the use of models of various kinds. One laboratory per week. Lec. W Th F 12, Th 11; lab. M or F 2-4:50. Levin.
- 102a *General Chemistry*. A basic course, with emphasis on the relationships of the properties of matter to atomic and molecular structure. Laboratory projects will emphasize quantitative techniques. For students with the equivalent of one year of high school chemistry. One laboratory per week. Lec. W Th F 12, Th 11 at the option of the instructor; lab. T, Th or F 2-4:50. Hellman.
- 102b A repetition of 102a. Lec. W Th F 12, Th 11 at the option of the instructor; lab. M 2-4:50 or M 7-9:50. Hellman.
- 103a *General Chemistry*. A quantitative approach. For students with strong secondary school preparation in chemistry. One laboratory per week. Lec. M 10-11:50, T 10; lab. M 2-4:50. Fleck.

CHEMISTRY

SCIENCE 193a, 193b *Science for the Humanist: Atoms and Galaxies.* See p. 220.

- 212b *Chemical Periodicity.* Comparative chemistry, with emphasis on contrasts and trends within the periodic system of the elements. Metals and nonmetals, acids and bases. Quantitative methods of separation and analysis in the laboratory. Prerequisite: a semester course in introductory chemistry. Lec. M 10-11:50, T 10; lab. T, Th or F 2-4:50. Bossert.
- 213b *Chemistry of the Transition Metals.* Coordination chemistry, with consideration of the several transition series. Prerequisite: a semester course in introductory chemistry. One laboratory per week. Lec. Th F 8:40-9:50; lab. T 2-4:50. Bossert.
- 222 *Organic Chemistry.* An introductory course in the theory and practice of organic chemistry. Prerequisite: a semester course in introductory chemistry. Four lectures and one laboratory. Lec. M T 12, T W 11; lab. M, T, Th or F 2-4:50, M or Th 7-9:50. Soffer, Burk.
- 222a The first semester of 222. (The full year course, 222, is normally required for graduate work in chemistry.)
- 231 *Chemical Thermodynamics.* In the first semester, fundamental principles with applications to gases, solutions and homogeneous chemical equilibrium; in the second, applications to heterogeneous equilibria, electrochemistry, introductory statistical thermodynamics and reaction rates. Prerequisites: a semester course in introductory chemistry and Mathematics 104a or 104b. One laboratory per week. Lec. M T 12, T W 11; lab. M, T, or Th 2-4:50. Durham.
- 231a The first semester of 231. (The full year course, 231, is normally required for graduate work in chemistry.) Durham.
- 241b *Structure of Molecules.* Shapes of molecules, and theories about the nature of chemical bonds. Emphasis on methods of group theory and quantum theory. Prerequisite: a semester course in introductory chemistry. Recommended background: Mathematics 201a or b. W Th F 12, and Th 11 at the option of the instructor. Fleck.
- 301, 301a, 301b *Special Studies.*
- 305a *Advanced Laboratory, I.* A series of experiments introduces advanced techniques of synthesis, purification, characterization, and analysis of organic and inorganic substances. Prerequisites: 212b or 213b, and 222a. Six laboratory

CHEMISTRY

hours and one hour of classroom discussion. Lab. Th F 2-4:50; dis. Th 5. Bossert, Levin.

- 306b *Advanced Laboratory, II.* Extended experimental sequences, each of approximately four weeks duration, requiring the use of advanced techniques. Students will have the opportunity to select experiments from a list of possibilities and will contribute to the design of procedures. Prerequisite: 305a. Six laboratory hours. Th F 2-4:50. Bossert, Levin.
- 313a *Inorganic Mechanisms.* Current theories about the mechanisms of inorganic reactions. Ligand substitution and isomerization reactions of coordination compounds. Electron-transfer reactions. Catalysis. Prerequisite: 212b or 213b. T W 11, T 12. Bossert.
- 323b *Organic Mechanisms.* Concepts of reaction mechanism are used to establish relationships among various organic reactions and to interpret chemical properties in terms of molecular structure. Prerequisite: 222. M 10-11:50, T 10. Levin.
- 352a *Biochemistry.* The chemistry of biologically active substances. Prerequisites: 222, 231a, and an introductory course in a biological science. Two lectures and one laboratory. Lec. Th F 8:40-9:50; lab. M 2-4:50. Hellman.

See also courses in the History of Science, pp. 219-220.

GRADUATE

It is suggested that a student majoring in chemistry take at least one graduate course.

Adviser: Soffer.

400, 400a, 400b *Research and Thesis.*

401a, 401b *Special Studies.*

- [428b *Organic Reactions.* Discussion of selected organic reactions of current interest, with emphasis on theoretical aspects. Prerequisite: 323b or permission of the instructor. Alternates with 429b. Lowry.]
- 429b *Carbocyclic Natural Products.* The chemistry of terpenic and steroid substances, with particular emphasis on methods of structural investigation and synthesis. Alternates with 428b. Soffer.

CHEMISTRY

- 435a *Systems Chemistry*. Systems analysis of simultaneous, coupled reactions, their approach to the equilibrium state, and description of the equilibrium state. Prerequisites: 231a; 313a or 323b or 352a. Mathematics 113 and 201 are recommended. Three lectures. Fleck.
- 445b *Topics in Molecular Spectroscopy and Quantum Chemistry*. Topics will be selected from the areas of theory of molecular spectra and quantum mechanical description of chemical bonding. Alternates with 428b. Prerequisites: 241b, and Mathematics 104a or b. Levin.
- 457b *Selected Topics in Biochemistry*. A detailed treatment, from the chemical standpoint, of selected topics of current biochemical interest. Prerequisite: 352a. Hellman.

THE MAJOR

Advisers: Members of the Department.

Required courses: an introductory course; five intermediate courses, including 212b or 213b, 222 or 222a, 231 or 231a, and 241b; 305a and 313a or 323b; two additional courses in chemistry; and Mathematics 104a or b or its equivalent.

A paper or project report due at the end of the senior year.

Students planning graduate study in chemistry are advised to include Chemistry 222 and 231, Physics 115, and Mathematics 202a or b, or 201a or b, in their programs of study.

A major program which includes the following courses meets the requirements of the American Chemical Society for eligibility for professional standing: Chemistry 222, 231, 306b, 313a, and 323b; Physics 115; Mathematics 201a or b, 202a or b, or 222a; and German 111 or Russian 101.

HONORS

Director: Hellman.

Required courses: the same as for the major.

An individual investigation pursued throughout the senior year.

An oral presentation of the honors thesis.

CHINESE

See p. 219.

CLASSICAL LANGUAGES & LITERATURES

PROFESSORS: *GEORGE EDWARD DIMOCK, JR., PH.D.

CHARLES HENDERSON, JR., PH.D., *Chairman*

ASSOCIATE PROFESSOR: STEPHEN MICHAEL SIMPSON, PH.D.

ASSISTANT PROFESSORS: ROBERT THEODORE STEWART BAXTER, PH.D.

†THALIA ALEXANDRA PANDIRI, PH.D.

²MARGARET WILKIE BLEICH, PH.D.

Majors are offered in Greek, Latin, Classics, and Ancient Studies. Properly qualified students in these majors have the opportunity of a semester's study at the Intercollegiate Center for Classical Studies in Rome. (See pp. 46-47.)

Students planning to major in Classics or in Ancient Studies are advised to take relevant courses in other departments, such as Art, English, History, Philosophy, and modern foreign languages.

GREEK

- 111 *Elementary Course.* Introduction to the language; selections from Greek literature. Five class hours. M T W Th F 9. Dimock (first semester), Bleich (second semester).
- [121a *Modern Greek.* An introductory course in the language and literature. An intensive introduction to the language, stressing conversation, as well as reading and writing. Five class hours and laboratory.]
- [121b *Modern Greek.* Reading of selected poems of Kavafis, Seferis, Elytis, and others; short prose works by Palamas and Samarakis. Prerequisite: 121a or permission of the instructor. Three class hours.]
- 112a *Plato: Selected Dialogues.* Prerequisite: two units in Greek or 111. W Th F 12, Th 11 at the option of the instructor. Simpson.
- 121b *Homer, Iliad.* Prerequisite: 121a or permission of the instructor. M 12, T W 11, T 12 at the option of the instructor. Bleich.
- 221b *Prose Composition.* Prerequisite: two units in Greek or 111. One class hour. One-half course credit. T 3. Simpson.
- 301a, 301b *Special Studies.* Admission by permission of the department for majors and honors students who have had four advanced courses in Greek.
- 321b *The Drama: Sophocles and Euripides.* Prerequisite: 121b or three units in Greek. W Th F 12, Th 11 at the option of the instructor. Simpson.
- 322a *Homer.* Prerequisite: 121b or permission of the instructor. M 12, T W 11, T 12 at the option of the instructor. Dimock.

CLASSICAL LANGUAGES & LITERATURES

- [323a *Herodotus*. Prerequisite: 212b or three units in Greek. To be offered in 1974-75.]
- [324b *The Drama: Aeschylus and Aristophanes*. Prerequisite: 323a or permission of the instructor. To be offered in 1974-75.]
- [331a *Drama*. Prerequisite: 322b, 324b, or permission of the instructor. To be offered in 1974-75.]
- 332b *Greek Historians*. Prerequisite: 322b, 323a, 324b, or permission of the instructor. W F 2. Th 3. Simpson.
- 333a *Selections from Lyric and Pastoral Poets*. Prerequisite: 322b, 324b, or permission of the instructor. W F 2, Th 3. Simpson.
- [334b *Plato*. Prerequisite: 322b, 324b, or permission of the instructor. To be offered in 1974-75.]
- 451a, 451b *Studies in Greek Literature*. This will ordinarily be an enriched version of 331a, 332b, 333a, or 334b.

See also Religion 287b *Greek Religious Texts* and 328b *Directed Reading in Religious Texts: Hebrew, Greek or Latin*.

Adviser of graduate study: Dimock.

LATIN

- 111a *Elementary Course*. An intensive course in Latin grammar, designed to prepare the beginner to enter 112b in the second semester. Six class hours. M T Th F 8:40-9:50, W 9. Baxter.
- 112a *Poetry of Ovid*. Prerequisite: two units in Latin or the equivalent. W Th F 10, F 11 at the option of the instructor. Simpson.
- 112b *Virgil, Aeneid*. Prerequisite: 111a, 112a or permission of the instructor. M T W 9. Baxter.
- 214a *Catullus and Horace*. Prerequisite: 112b or three units in Latin, including Virgil. M T 2, W 3. Baxter.
- 214b *Livy*. Prerequisite: 214a or permission of the instructor. M T 2, W 3. Baxter.
- 221a *Prose Composition*. Prerequisite: 214b or permission of the instructor. One class hour. *One-half course credit*. T 3. Baxter.

CLASSICAL LANGUAGES & LITERATURES

- 301a, 301b *Special Studies*. Admission by permission of the department for majors and honors students who have had four advanced courses in Latin.
- 321a *Roman Comedy*. Prerequisite: 214b or permission of the instructor. M T 2, W 3. Dimock.
- 322b *Medieval Latin*. Prerequisite: 214b or permission of the instructor. W Th F 10, F 11 at the option of the instructor. Henderson.
- [323a *Sallust and Tacitus*. Prerequisite: 214b or permission of the instructor. To be offered in 1974-75.]
- [324b *Latin Elegy and Pastoral Poetry*. Prerequisite: 214b or permission of the instructor. To be offered in 1974-75.]
- [325b *Renaissance Latin*. Latin works by Crashaw, Marvell, Milton and Herbert will be studied, in addition to those of Continental writers. Prerequisite: Latin 214b or permission of the instructor.]
- [333a *Virgil*. Prerequisite: 321a, 322b, 323a or 324b, or permission of the instructor. To be offered in 1974-75.]
- [334b *Latin Satire*. Prerequisite: 321a, 322b, 323a or 324b, or permission of the instructor. To be offered in 1974-75.]
- 335a *Cicero*. Prerequisite: 321a, 322b, 323a or 324b, or permission of the instructor. W Th F 10, F 11 at the option of the instructor. Henderson.
- 336b *Lucretius*. Prerequisite: 321a, 322b, 323a or 324b, or permission of the instructor. M 12, T W 11, T 12 at the option of the instructor. Baxter.
- 337 *History of Latin Literature*. Prerequisite: 321a, 322b, 323a or 324b, or permission of the instructor. Hours to be arranged. Henderson.
- 451a, 451b *Studies in Latin Literature*. This will ordinarily be an enriched version of 333a, 334b, 335a, or 336b.

Adviser of graduate study: Henderson.

CLASSICS, GREEK OR LATIN

- 450, 450a, 450b *Research and Thesis*. (May be taken for double credit.)

CLASSICAL LANGUAGES & LITERATURES

CLASSICS IN TRANSLATION

- [227a *Mythology*. The nature, purposes, and persistence of myth. Near Eastern, classical and other mythologies. Various approaches to myth with attention to its literary uses. To be offered in 1974-75.]
- 228b *Classical Drama*. Representative plays of Aeschylus, Sophocles, Euripides, Aristophanes, and Seneca, together with a comparative study of their adaptations by later dramatists, *e.g.*, Voltaire, Racine, Giraudoux, Jeffers, Gide, Cocteau, Eliot, Anouilh, Sartre, Miller, O'Neill, Richardson. M T 2, W 3. Bleich.
- 231a *The Classical Tradition: Myth and Opera*. A literary and musical study of certain classical myths. Works of classical authors (in translation) and operas derived from them will be studied to see the various ways in which author, librettist, and composer have given artistic form to myth. Authors, librettists, and composers include Euripides, Catullus, Virgil, Ovid, Seneca, and Tacitus; Striggio, Busenella, Calzabigi, and Hofmannsthal; Monteverdi, Gluck, Purcell, Cherubini, Berlioz, and Strauss. Music 100b is recommended but not required. M 10-11:50, T 10. Baxter.
- 231b *The Classical Tradition: Its Origins*. Greek literature (Homer to Plato) and Greek culture; Greek thinking about war, love, poetry, nature; the intellectual revolution of the fifth century B.C.; ancient Greece in the modern imagination. W Th F 10, F 11 at the option of the instructor. Simpson.
- [232b *The Classical World: Religious, Scientific, and Ecstatic Experience in Antiquity*. A study of rational and mystical cross-currents in the ancient world. Religion, medicine, superstition, mystery cults, and the emergence of Christianity. Readings from classical literary sources, medical writings, curse tablets, magical papyri, and early Christian texts.]

THE MAJOR IN GREEK, LATIN, OR CLASSICS

Advisers: Dimock, Henderson.

Basis: In Greek, 111; in Latin, 112b; in Classics, 111 and 112b.

Requirements: In Greek, eight semester courses in the language in addition to the basis; in Latin, eight semester courses in the language, in addition to the basis; in Classics, eight semester courses in the languages, in addition to the basis and including not less than two in either language.

CLASSICAL LANGUAGES & LITERATURES

A comprehensive examination which will have two parts: part one, to be taken no later than the first semester of the senior year, will test the candidate's ability to translate Greek or Latin, or both; part two, which may be taken at the end of the senior year, will test her general knowledge of Greek or Roman literature and culture, or both. A part of this latter examination may, at the student's request, be devoted to a special field of her own choice.

HONORS IN GREEK, LATIN, OR CLASSICS

Directors: Dimock, Henderson.

Requirements: The same as those for the major, with the addition of a long paper, equivalent to one or two semester courses, to be written in the first semester of the senior year.

Two examinations: One, the same as the comprehensive examination for majors (both parts); the other, an examination in the general area of the long paper.

INTERDEPARTMENTAL MAJOR
IN
COMPARATIVE LITERATURE

Adviser: Kern

A comparative study of literature in at least two languages, one of which may be English. The major is limited to twenty students each from the junior and senior classes.

Before entering the major, the student must prove her proficiency in the foreign language or languages of her choice at the level of German 225a, b, Greek 212, Italian 226, Latin 214, Russian 102, Spanish 215, or any two semesters of the following French courses: 217, 218, 219, 225, 226, 228b. If she has not demonstrated her proficiency in courses at Smith College, it will be judged by the department concerned. If, to achieve this level of proficiency, the student must take courses in the language or languages she elects, she may have to take them over and above the normal degree program so as to meet the basic College requirement that sixteen semester courses must be taken outside the major.

Basis: General Literature 291. (See p. 219.)

Requirements for the major:

A. Ten semester courses, including

Three Comparative Literature courses in historical periods ranging from classical to modern, such courses, for example, as Latin 325b; Classics 227a, 228a, 231a or b; English 240a, 241a, 242a, 319b, 327a, 331b, 340b, 342b. The selection of courses must be approved by the major adviser.

Advanced work in the literature of two languages, that is, three appropriately advanced literature courses in each of two languages, one of which may be English. The selection of courses must be approved by the major adviser.

One semester of special studies in comparative critical methods in the second semester of the sophomore year or first semester of the junior year.

COMPARATIVE LITERATURE 301a, b *Special Studies*.

B. A written examination in Comparative Literature, drawing particularly on the literatures in which the student has done her advanced work.

HONORS

Requirements: The same as those for the major, with the addition of a thesis, equivalent to one semester course, to be written in the first semester of the senior year; an oral examination in the area of the paper.

ECONOMICS

PROFESSORS:	GEORGE FISK MAIR, PH.D. KENNETH HALL MCCARTNEY, PH.D. ROBERT TABOR AVERITT, PH.D.
ASSOCIATE PROFESSOR:	FRED HENRY LEONARD, PH.D., <i>Chairman</i>
ASSISTANT PROFESSORS:	MARK ALDRICH, PH.D. WILLIAM ROBERT BUECHNER, PH.D. †CAROL LEE JUSENIUS, PH.D. JEANNE M. MCFARLAND, PH.D. MARY HEALY WEBER, B.A.

Freshmen who are considering a major in the department and who hope to spend their junior year abroad are strongly advised to take 110a and 110b in the freshman year and to take additional courses in economics in their sophomore year. Majors in economics are strongly advised to take at least two of the following courses: 250a, 253b, 280b, Social Science 190a.

A. GENERAL COURSES

- 110a *The Structure and Functioning of the American Economy, I.* Major determinants of inflation, unemployment, and the potential standard of living in the United States; policies of the "New Economics." M T 8:40-9:50; M T W 9; M T 12, W 11; M T 2, W 3; W Th F 10; W Th F 12; W F 2, Th 3. Aldrich (*Director*). Members of the Department.
- 110b *The Structure and Functioning of the American Economy, II.* An introduction to supply and demand, and an analysis of contemporary economic problems. M T 8:40-9:50; M T W 9; M T 12, W 11; M T 2, W 3; W Th F 10; W Th F 12; W F 2, Th 3. Buechner (*Director*). Members of the Department.

SOCIAL SCIENCE 190a *Introduction to Statistics for Social Scientists.* The fundamental problems in collecting, summarizing, and interpreting empirical data, with attention to basic descriptive statistics, elementary probability, the concept of a sampling distribution and its role in statistical inference, association and correlation. Two class hours and one two-hour laboratory. Lec. M 12, W 11; lab. T 11-12:50. Mair (Economics), Jahnige (Government).

[201a *Problems of the Modern Economy.* A pro-seminar devoted to the use of analytical techniques.]

[202b *Problems of the Modern Economy.* A pro-seminar devoted to the use of analytical techniques.]

ECONOMICS

[281a *European Economic History.*]

- 310a *Analysis of Economic Problems.* Topic for 1973-74: Monetary Theory and Policy. The Keynesian and monetarist views of the role of money, monetary policy, and related issues in monetary economics will be investigated. Prerequisite: 253b. M T 1:40-2:50. Leonard.

B. ECONOMIC THEORY

- 243b *Public Finance.* The study of the role of the government in the economy. The emphasis of the course will be on evaluating the welfare implications of government taxation and expenditure policies. Among the topics to be covered are the optimal provision of public goods, the income redistribution effects of government taxes and expenditures, the politics of the budgetary process, and the financial and spending problems of state and local governments. Prerequisite: 110b. M T 2, W 3. Buechner.
- 250a *Microeconomics.* A welfare analysis of resource allocation and income distribution in a market economy. Using the tools of price theory, the course will attempt to evaluate the conditions under which free markets achieve an optimal allocation of resources and distribution of income as well as the conditions under which markets fail. Prerequisite: 110b. M T W 9. Buechner.
- 253b *Income, Employment, and Growth.* A consideration of aggregative economic theory as a framework for analyzing the determination of the level, and changes in the level of national output. Prerequisite: 110a. M T 1:40-2:50. Leonard, McFarland.
- [265a *Theory of Income Distribution.* An examination of the theory and contemporary issues pertaining to the distribution of income and wealth.]
- 270a *History of Economic Thought.* A study of the major economists from Adam Smith through John Maynard Keynes; their contribution to economics; the uses made of their work; the intellectual climate of their time; an appraisal of the intellectual heritage of contemporary economics. Prerequisite: 110a and b. W F 2, Th 3. Averitt.
- [280b *Economic Statistics.* An introduction to statistical problems most frequently encountered in economics. Regression, correlation, index numbers, time series, an introduction to econometrics, and selected applied topics. Prerequisite: Social Science 190a or Mathematics 105a or permission of the instructor. Lec. M 12, W 11; lab. T 11-12:50. Jusenius.]

- 401a *Graduate Seminar: Contemporary Economic Theory.* Topic for 1973-74: Mathematical Economics. An examination of microeconomic theory, including such problems as uncertainty, externalities, and non-maximizing theories. Prerequisites: 250a or 253b and Mathematics 103a or b, or permission of the instructor. M 7:30. Buechner.

C. THE AMERICAN ECONOMY

- 215a *Government and Business.* A study of industrial organization, including market structure, business conduct, and performance, with stress on industrial concentration and its economic and social significance. Prerequisite: 110b; 250a is recommended. W F 2, Th 3. Aldrich.
- [220b *Labor Problems and Public Policy.* The nature of labor problems in an industrial society. The development of labor organizations, and the impact of the process of collective bargaining on employment conditions. The role of the trade union in a free economy, and evolution of public policy toward labor-management relations. Prerequisite: 110b or 250a.]
- 221b *Manpower and Social Welfare Policy.* Study of selected manpower and welfare issues in the context of the distribution of income in the United States. Some reference to European contributions to the issues. Recommended background: 110a and 110b. M 10-11:50, T 10. McCartney.
- 228b *American Economic Structure.* A study of the American economy as a general system, stressing its physical resources, its business organization, and its economic culture. An integrated approach to the study of American economic life. Prerequisites: 110a and 250a, or permission of the instructor. W Th F 10. Averitt.
- 230a *Urban Economics.* An introductory economic analysis of selected urban problems, with optional field work in local government and private agencies. Prerequisite: 110a or 110b. W Th F 10, W Th F 12. McFarland.
- 285b *American Economic History: 1870-1950.* The rise of industrialism in the United States, and the response to it. Analysis of American economic development, the problems it created, and the ways in which Americans have tried to cope with these problems. Recommended background: 110a or 110b. W Th F 10. Aldrich.
- 315b *Seminar: Industrial Organization.* Topic for 1973-74: The Corporation in the American Economy. The seminar will be devoted to an examination of different models of corporate behavior and the influence of corporations

ECONOMICS

on the performance of the American economy, American values, and the quality of American life. Prerequisite: 250a, 215a, or 228b. M 7:30. Buechner.

- [320a *Seminar: Problems in Labor Economics.* Study of selected contemporary problems and issues of labor relations and manpower economics in their institutional and theoretical framework. Prerequisites: 220b and 250 or permission of the instructor.]
- [325a *Seminar: Problems in Macroeconomic Policy.* Current problems in the United States with emphasis on the results of monetary and fiscal policies and controversy over their relative effectiveness in achieving the nation's economic objectives. Prerequisite: 253b. M 3-4:50. Leonard.]
- 330b *Seminar: Urban Economics.* Selected current problems in urban economics. Recommended background: 230a. M 3-5. McFarland.

HISTORY AND SOCIAL SCIENCE 395b. *Interdepartmental Seminar in Economics, Government, History, and Sociology.* Topic for 1973-74: Women and Social Change. The role of women in traditional, developing, industrial, and revolutionary settings. Involvement of women in work, family, religion, and politics. Analysis of the factors that inhibit or promote changes in the position of women. Admission by permission of the instructors. McFarland (Economics), Fowlkes (Sociology and Anthropology), and Ackelsberg (Government).

D. INTERNATIONAL AND COMPARATIVE ECONOMICS

- 205b *International Economic Problems.* Introduction to postwar international economic problems, and their historical and theoretical backgrounds. Prerequisites: 110a or 253a and 110b or 250b, or permission of the instructor. W Th F 12. Weber.
- [209a *Comparative Economic Systems.* Description, underlying theories, problems, changes, and trends in the economies of the U.S. and the U.S.S.R. in recent years. Prerequisites: 110a or 253b and 110b or 250a, or permission of the instructor.]
- 211a *Problems of Underdeveloped Countries.* A comparative study of the economies of underdeveloped countries in their political and social setting. Prerequisites: 110a or 253b and 110b or 250a, or permission of the instructor. M T 2, W 3. Weber.

- 214b *Population Problems and Policies.* The crucial role of population in current world developments. Trends and significance of basic factors: births, deaths, and migration. Population quality. Comparative survey of the population situation and policies in important areas of the world. M T W 9. Mair.
- [305b *Seminar: Topics in International and Comparative Economics.* The seminar is conducted as a workshop project.]
- 318b *Seminar: Latin American Economics.* The structure and potential for development of selected Latin American economies. Prerequisites: 110a and 110b, or permission of the instructor. Recommended background: 211a and/or 205b. T 3-5. Weber.
- [323a *Seminar: Economic Development in Africa South of the Sahara.* Comparative examination and analysis of economic characteristics and development problems of selected African countries. Prerequisites: 110a and 110b, or permission of the instructor. Recommended background: a course in Africa south of the Sahara or underdeveloped areas.]
- [335b *Comparative Labor Movements.* Analysis of the models of labor relations systems associated with Western capitalist economies and the centrally-planned economies, and their relevance for labor relations in developing countries.]

301, 301a, 301b *Special Studies.* Admission by permission of the department for majors who have had four semester courses in economics above the introductory level.

[302b *Directed Reading.* For seniors only.]

THE MAJOR

Advisers: Aldrich, Averitt, Buechner, Jusenius, Leonard, McCartney, McFarland, Weber.

Basis: 110a and 110b.

Requirements: a minimum of nine semester courses, including the basis.

ECONOMICS

Competence requirement: By late September of the senior year, every senior will choose one of two options:

1. a series of four or five seminar-type sessions and four papers exploring the methodological and philosophical bases of economic theory followed by an oral or written competence examination;
2. a combination of two oral examinations and/or written papers utilizing economic theory in the areas of Urban-Regional Economics, Development and International Trade, or the Modern Economic Theory.

Both options will be directed by members of the department.

The purpose of the comprehensive examination in economics is to encourage every major to consider carefully the nature and characteristics of her discipline.

Majors may spend the junior year abroad if they meet the College requirements.

HONORS

Director: Averitt.

Based on: 110a and 110b.

Requirements: nine semester courses including 110a, 110b, 250a, 253b, and a long paper counting as one semester course. The long paper must be submitted to the Director by March 15.

Examination: Honors candidates must take a comprehensive examination or write a comprehensive essay as described above for non-honors majors.

EDUCATION & CHILD STUDY

PROFESSOR:	LAWRENCE A. FINK, ED.D., <i>Chairman</i>
ASSOCIATE PROFESSORS:	SEYMOUR WILLIAM ITZKOFF, ED.D. RAYMOND A. DUCHARME, JR., ED.D., <i>Acting Chairman</i> , <i>second semester</i>
ASSISTANT PROFESSORS:	RAYMOND H. GILES, JR., ED.D. ALAN L. MARVELLI, M.E.D. JANICE L. FREEMAN, PH.D.
TEACHING FELLOWS:	REGGIE TOWERS ANDERSON, A.B. ANNE CLYDE GORDON, B.S. CYNTHIA B. LOWRY, A.B. DANIEL A. SCHWARTZMAN, B.A. MARGARET L. SHOEMAKER, A.B.
LECTURERS:	² JEAN P. CHAPMAN, B.MUS. JOHN JOSEPH FEENEY, M.ED. BARBARA BREE FISCHER, ED.D. ¹ HODGES GLENN, ED.D. KAREN B. KEPLER, M.A.T. ROBERT MICHAEL MORIARTY, M.ED. ¹ W. GEORGE SELIG, ED.D.

Students who, irrespective of major, desire to comply with the varying requirements of different states for certificates to teach in public elementary and secondary schools are urged to consult the department as early as possible during their college course.

A. HISTORICAL AND PHILOSOPHICAL PERSPECTIVES

- [120b *Education and the Liberal Arts*. History of the development of the concept of a liberal arts education. Comparative study of different methods of scholarly inquiry. Not open to students who have taken or are taking 121a and 122b. M 10-11:50, T 10. Fink.]
- 121a *Foundations of Education*. Historical and philosophical background of modern education. Study of the educational thought of Plato, Aristotle, Marcus Aurelius: The Greco-Roman Tradition. M T 1:40-2:50. Itzkoff.
- 122b *Foundations of Education*. Historical and philosophical background of modern education. Study of the educational thought of Rousseau, Spencer, Dewey, Whitehead: The Modern Tradition. M T 1:40-2:50. Itzkoff.
- 203a *Education of Black Americans*. Black Americans and public education in the United States, past and present. Special emphasis on the social context of education within the black community in both the South and the North and on definitions of education within the black community. T 3-5. Giles.

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- 234a *Modern Philosophies of Education.* Contemporary views on the aims of education. A consideration of social institutions and moral and intellectual values in shaping the future. T 11-12:50, W 11. Itzkoff.
- 236a *American Education.* Evolution of American educational thought and institutions; the development of American education related to the growth of the nation and the changing social order. M 10-11:50, T 10-10:50. Fink.
- 337b *Comparative Education.* The relation of informal and formal educational values in the creation of national cultures. Analysis of undeveloped and advanced societies. Problems of contemporary education in an intercultural world. T 11-12:50, W 11. Itzkoff.

B. THE EDUCATIONAL PROCESS

- 200b *Education in the Urban Ghetto.* Education problems of the inner-city considered in the context of schools, teachers, students, and community. Students will tutor at least one hour per week in urban schools or in extra-curricular service organizations. Students tutoring in schools should reserve one morning each week (Monday, Wednesday, or Thursday) for tutoring. Open to freshmen by permission of the instructor. M 3-5. Ducharme.
- 231b *Preschool Children: Curricular Theory and Practice.* The influence of Froebel, Montessori, Dewey, Piaget, and others. Children's needs, types of play materials, teaching techniques, curriculum development, various actual programs, and other topics. Direct contacts with preschool children; conferences with teachers. For prospective nursery school and kindergarten teachers. W 12, Th 11-12:50. Freeman.
- 232b *Foundations of Secondary Education.* A study of the American secondary school as a changing social institution. An analysis of teachers, students, curriculum, and contemporary problems. Directed classroom observation. Not open to freshmen. M 10-11:50, T 10. Ducharme.
- 235a *Child Growth and Development.* A study of theories of the growth and development of children from early years through adolescence in relation to the educative process; the basic considerations of teaching as an introduction to participation in the classroom. Directed observations and experiences in a variety of school situations. Not open to freshmen. Th F 8:40-9:50. Kepler.
- 235b A repetition of 235a. Th F 8:40-9:50. Freeman.

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- 239b *Educational Evaluation and Guidance.* Study of the various means of evaluating learning and teaching; principles of guidance as they affect growth and development throughout the school years. A laboratory period will be arranged. M T 8:40-9:50.
- 338a *Reading: Theory and Practice.* The nature of language and meaning. Issues in the teaching of beginning and fluent reading. Recognizing reading disabilities. Prerequisite: one course in the department or permission of the instructor. M 7:30. Itzkoff.
- [341b *The Child in Modern Society.* The place of the child in society; mental hygiene of early childhood; social and educational agencies concerned with child welfare. Directed observations. M T 1:40-2:50.]
- 342a *The Teaching-Learning Process.* The application of educational psychology emphasizing current research on the instructional process, the conditions of cognitive learning and the psychology of teaching. Admission by permission of the instructor. M 3-5. Freeman.
- [347b *Deprivation and The Educative Process.* Pertinent research and practice in the study teaching of today's children from early childhood through adolescence within the framework of the educative process as influenced by social, economic, and educational deprivation.]
- 348a *Special Education.* A study of curricular developments and teaching techniques for the mentally slow and the physically disadvantaged child. Th 7:30.

C. THE FOLLOWING COURSES OFFER OPPORTUNITIES FOR INTERN TEACHING

- 109a *The Teaching of Elementary Mathematics.* A course for prospective teachers in elementary school. Selection and presentation of mathematics in the primary curriculum. Observation, directed teaching and/or tutoring, and two class hours weekly. No prerequisite in mathematics. Open only to juniors and seniors. Offered in alternate years. Th 2-4. Senechal (Mathematics).
- 130a *Inquiry Physics for Elementary and Preschool Teachers.* Experimental study of simple physical systems, designed to involve students in inquiry activities at their own level and to suggest resources for use with children. Survey of existing elementary school physical science programs. No physics prerequisite. Enrollment limited to sixteen students. Admission by permission of the instructor. M Th 3-5. Steinberg (Physics).

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- [250b *The Teaching of Mathematics*. A course for prospective teachers of mathematics in secondary schools. Selection and presentation of mathematics in the secondary curriculum. Observation and directed teaching, and two class hours weekly. Prerequisites: two semester courses beyond Mathematics 202a or b. Offered in alternate years. T 3-5.]
- 300b *The Teaching of Spanish*. Problems and methods in the teaching of the Spanish language; practice teaching. Hours to be arranged. Allegro (Hispanic Studies).
- 302a *The Teaching of English*. A course for prospective teachers of English in secondary schools. The teaching of composition and literature. Selection and presentation of material. Demonstration and practice. Admission by permission of the instructor. M T 2 W 3. Van Voris (English).
- 305a *The Teaching of Art*. The process, philosophy, planning and organizing of creative activities in the elementary and secondary schools through the use of several media with emphasis on found materials. Admission by permission of the instructor. M 7:30.
- 306a *The Teaching of French*. Problems and methods of modern language teaching in the elementary and secondary schools. Practice teaching at these levels in the Northampton schools. Admission by permission of the instructor. W 7:30. Buteau (French).
- 307b A continuation of 306a. Prerequisite: 306a or permission of the instructor. W 7:30. Buteau (French).
- 311a, 311b *The Teaching of Physics*. A one- or two-semester course for prospective teachers of secondary school physics. Admission by permission of the department. Hours to be arranged. Members of the Department of Physics.
- 312b *The Teaching of the Black Experience in Social Studies*. A course for prospective teachers of African, Afro-American or Social Studies in elementary and secondary schools. Organization and presentation of subject matter to be integrated into the social studies curriculum at all levels. Two class hours with observation and directed intern teaching. Prerequisite: 204a or 204b. Admission by permission of the instructor. M 7:30. Giles.
- 316b *The Teaching of Music*. Music education with opportunity for observation and practice teaching in public and private elementary and secondary schools, with emphasis on a sequence from kindergarten through 12th grade. Th 7:30. Chapman.

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- 345 *Preschool and Elementary Education.* A study of the curriculum and the application of the principles of teaching in the modern preschool and elementary school. Two class hours and participation in directed classroom teaching. Prerequisite: two courses in the department taken previously or concurrently. Recommended background: 235a or b, or 231a. Admission by permission of the instructor. T 3-4:50. Ducharme, Fischer and members of the Department.
- 346a, 346b *Curriculum and Intern Teaching in Secondary Schools.* Two class hours and directed teaching for students for whom no special methods course is available. Recommended background: 232b. Admission by permission of the instructor. Hours to be arranged. Fink.
- 381a, [381b] *The Teaching of History and the Social Studies.* A course for prospective teachers of history and social studies at the secondary level. Classroom procedure and curriculum in secondary school history and related subjects; organization and presentation of subject matter. Two class hours with observation and directed intern teaching. Recommended background: 232b. Admission by permission of the instructor. M 3-4:50. Ducharme.

D. SEMINARS AND SPECIAL STUDIES

- 301a, 301b *Special Studies.*
- 336b *Seminar in American Education.* Topic for 1973-74: Values Clarification Then and Now. Topic for 1974-75: One Hundred Years of Women's Education. T 11-12:50. Fink. (Field A)
- 340b A colloquium integrating Fields A and B: Historical and Philosophical Perspectives and The Educative Process. Open only to senior majors. M 3-5. Fink.
- 354b *Seminar in Educational Theory.* Topic for 1973-74: Learning and Thought. M 7:30. Itzkoff (Field B).

E. RELATED COURSES RECOMMENDED IN OTHER DEPARTMENTS

- 204a *Black History in the Public School Curriculum.* Problems and approaches, methods and techniques for incorporating the study of the experience of Africans, Afro-Caribbeans, and Afro-Americans into the curriculum at the elementary and secondary levels. M 3-5. Giles.
- 206b *The Public School in the Black Community.* Topics to be considered are conditions of education in the indigenous community; school-community relations; community control; educational efforts within the black community; how

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the role and behavior of black educators, community advisory committees, parents councils, and others influence the content and quality of education in black communities. Hours to be arranged. McCoy (Afro-American Studies).

- 233a *Child Psychology*. Study of the theory and principles of the development of the child from birth to puberty. Survey of related research. Prerequisite: Psychology 101a or b, or permission of the instructor. W Th F 10. Pufall (Psychology).
- 233b A repetition of 233a. W Th F 12, Th 11. Parsons (Psychology).
- 237a *Educational Psychology*. The educational process considered from the point of view of psychology. The application of psychological principles of development, motivation, and learning to contemporary educational problems. M T 12, W 11, T 11 at the option of the instructor. No prerequisite. Musgrave (Psychology).
- 241a *Psychology of Adolescence*. Problems of role and identity will be discussed in relation to adolescents' needs for acceptance, autonomy, and intimacy. Included in the course will be discussion of political activism, drug abuse, sexual maturation and love. M T 3-4:50. Snoek (Psychology).
- 325b *Health Education (seminar)*. Problems in the dissemination of accurate public health information to the individual and to the community. W 7:30-9:30.
- [331a *Speech for the Classroom Teacher*. The development of speech in the child, problems of defective speech, speech arts in the classroom, and the speech of the teacher. Voice recordings. M 3-5 and an additional hour to be arranged. Fitch (Theatre and Speech).]
- [332b *Oral Interpretation of Children's Literature*. A critical study of children's literature. The techniques of its oral interpretation. Practical experience in story-telling, reading aloud, and other forms of classroom presentation. Individual voice and speech practice. Sophomores admitted only by permission of the instructor. M 3-5 and an additional hour to be arranged. Fitch (Theatre and Speech).]
- 333b *Seminar in Child Psychology*. Selected problems, reports, and discussion. Prerequisite: Psychology 233a or b. T 5, Th 4-6. Pufall (Psychology).

F. GRADUATE

Advisers: Ducharme, Itzkoff, and Fink.

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- 400a, 400b *Thesis*. Members of the Department.
- 401a, 401b *Advanced Studies*. Open to seniors by permission of the department. Members of the Department.
- 410a *Current Problems in Child and Adolescent Development*. Th 7:30. Freeman.
- 440b *Research in Education*. Training in research methodology and design in the analysis of teaching, learning and the educational process. W 7:30. Kepler.
- 452a *Perspectives on American Education*. Required of all candidates for the M.A., the Ed.M., and the M.A.T. degrees. W 7:30. Ducharme.
- [452b A repetition of 452a. W 7:30. Ducharme.]
- 454a *Current Problems of Preschool and Elementary Education*. Th 7:30. Kepler.
- [455a, 455b *Secondary Education*. T 3-4:50. Ducharme, Fink.]
- [456b *Higher Education*.]
- 459a, 459b *Intern Teaching*. Members of the Department.

THE MAJOR

Advisers: Members of the Department.

Students majoring in the department may prepare for preschool and elementary school teaching or for graduate work leading to an advanced degree. Students who intend to teach in secondary school are advised to major in the field in which they expect to teach and to take basic courses in education.

Requirements: ten semester courses selected in consultation with the major adviser: usually they will consist of three courses in Field A; three courses in Field B; 345; an additional advanced course and 340b taken in the senior year.

Competence requirement: A paper or written report on an independent project will be required of each major in the senior year. Topics must be worked out with the department and approved by it no later than March 1. The final version of all papers and projects must be submitted to the department for evaluation no later than May 1.

HONORS

Director: Itzkoff.

Requirements: those listed in the major; a long paper, the equivalent of one semester course, in the senior year.

One examination in the candidate's area of concentration.

ENGLISH LANGUAGE & LITERATURE

- PROFESSORS: ROBERT TORSTEN PETERSSON, PH.D.
KENNETH AMOR CONNELLY, JR., PH.D.
VERNON JUDSON HARWARD, JR., PH.D.
PAUL PICKREL, PH.D., *Chairman*
FRANK H. ELLIS, PH.D.
RICHARD BENJAMIN YOUNG, PH.D.
FRANCIS MURPHY, PH.D.
EDITH KERN, PH.D.
- WRITER IN RESIDENCE: ¹VICTOR SAWDON PRITCHETT, LITT.D.
- ASSOCIATE PROFESSORS: WILLIAM HOOVER VAN VORIS, PH.D.
†ELIZABETH GALLAHER VON KLEMPERER, PH.D.
GEORGE SIEMERS FAYEN, JR., PH.D.
†JOAN MAXWELL BRAMWELL, M.A.
HAROLD LAWRENCE SKULSKY, PH.D.
**DEAN SCOTT FLOWER, PH.D.
MARGARET L. SHOOK, PH.D.
- ASSISTANT PROFESSORS: JOHN MARTTI HILL, PH.D.
**NORA CROW JAFFE, PH.D.
PATRICIA LYN SKARDA, PH.D.
- LECTURERS: ¹ALLAN CASSON, PH.D.
HOWELL D. CHICKERING, JR., PH.D.
²SISTER MARY IMMACULATE CREEK, C.S.C., PH.D.
¹ANNE L. FESSENDEN, PH.D.
JOAN H. GARRETT-GOODYEAR, M.A.
RONALD RUSSELL MACDONALD, M.PHIL.
WILLIAM ALLAN ORAM, B.A.
GAYLE R. PEMBERTON, A.M.
SUSAN R. VAN DYNE, B.A.
HERBERT LAWRENCE ZAROV, M.A.

Freshmen eligible for advanced placement in English by virtue of a score of 4 or 5 may register for English 207 and General Literature 291 (See p. 219). Also, any freshman may register for an intermediate course with the permission of the instructor. Sophomores may register for all intermediate courses except those from which they are specifically excluded.

Students contemplating a major in English are advised to take one or two of the following: English 207, General Literature 291, Introductory Colloquia. English majors are encouraged to take allied courses in classics, other literatures, history, philosophy, religion, art, and theatre.

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- 111a *Forms of Writing.* Systematic practice in solving problems of writing, with emphasis on expository prose. Sections of twelve students, conducted as writing workshops. Attention to the preparation, writing, and analysis of student essays, with some discussion of fiction and journalistic writing, for practice in literary criticism and as models for student writing. M T W 9; M T 12, W 11; W Th F 10; W F 1:40-2:50; W 2, Th 3, F 2. Van Voris (*Director*).
- 111b A repetition of 111a. M T 12, W 11. Zarov.
- 112a *Introduction to College English for Foreign Students.* M 7:30. Pemberton.

A. LANGUAGE AND LITERATURE

- 120a *Introductory Colloquia in Literature.* Each colloquium, consisting of no more than eighteen students, is conducted by means of directed discussion, with emphasis on reading with exactness and writing short analytical reports. Recommended for freshmen and sophomores. Flower (*Director*).
- A. *Fiction.* A comparative study of the novel, the novella, and the short story, stressing the formal elements of fiction and their complex interconnections, with intensive analysis of works by writers such as Austen, Bellow, Faulkner, James, Joyce, and Lawrence. M T W 9; M T W 10; M T 2, W 3; M T W 3; W 12, Th 11-12:50; W 10, F 10-11:50. Members of the Department.
 - B. *Tragic Drama.* Plays by Marlowe, Shakespeare, Webster, T.S. Eliot, and others, with emphasis on tragic themes and techniques. W Th F 12. Macdonald.
 - C. *Lyric Poetry.* A critical study of the elements of lyric poetry, with emphasis upon such poets as Donne, Keats, Yeats, Frost, and selected contemporary poets. M T 12, W 11. Van Dyne.
 - D. *Medieval Epic, Saga, and Romance.* A study of these genres in translations of representative German, French, Scandinavian, Irish, and English works. M T 2, W 3. Harward.
 - E. *Poet-Novelists: Thomas Hardy and D. H. Lawrence.* The interplay between their techniques in prose and poetry and their critique of progress and its anarchies in English culture. W Th F 12; Th 10, F 10-11:50. Hill, Fayen.
 - F. *The Imagination and the City.* The modern metropolis in fiction and poetry. A study of works by Dickens, Joyce, Eliot, Crane, Virginia Woolf, William Carlos Williams, and others, in which the writer recreates and interprets urban experience. W Th F 12. Zarov.

ENGLISH LANGUAGE & LITERATURE

- G. *Poetry and Myth.* A study of the psychological and philosophical use of myth in literature. The course will consider works of Ovid, Spenser, Milton, Blake, Dickens, Thomas Mann or D. H. Lawrence, and others. M T 2, W 3. Oram.
- H. *The American Dream.* A study of the recurring myth of innocence and success in works by Franklin, Dreiser, Fitzgerald, Faulkner, Ellison, and Albee. M T 12, W 11; W Th F 9; W F 2, Th 3. Van Dyne, Flower, Macdonald.
- I. *Film and Literature.* Critical analysis of films (Eisenstein, Fellini, Antonioni, Welles, Bergman, Resnais) in relation to fiction, poetry, and plays chiefly in English. W 12, Th 11-12:50; M T 12, W 11; M T 2, W 3. Viewing times M T 3-5. Petersson, Van Voris.
- J. *Comedy.* Plays by Jonson, Shakespeare, Shaw, Beckett, and others, with emphasis on comic themes and techniques. M T 2, W 3. Skulsky.
- K. *The Double.* Studies in the divided self (the secret sharer or *Doppelgänger*) in the fiction of Poe, Melville, Conrad, Emily Brontë, Dostoevsky, Stevenson, Nabokov, and others. M T W 9. Casson.
- L. *The Gothic in Literature.* Horror, guilt, and the supernatural in novels, tales, and poems from the eighteenth to the twentieth century. Authors will include Walpole, Hogg, Godwin, Jane Austen, Coleridge, Mary Shelley, Byron, the Brontës, and James. M 10-11:50, T 10; W Th F 10; W Th F 12. Skarda, Jaffe.

120b *Introductory Colloquia in Literature.* Hill (Director).

- A. *Fiction.* M T W 9. Creek.
- B. *Tragedy.* Plays by Marlowe, Shakespeare, Webster, T. S. Eliot, and others, with emphasis on tragic themes and techniques. M T 12, W 11. Skulsky.
- C. *The Hero and the Adversary.* The nature of the hero as a central problem in works by Homer, Shakespeare, Milton, Pope, Byron, Virginia Woolf, and others. M T W 9. Oram.
- [D. *Medieval Epic, Saga, and Romance.* M T 2, W 3. Harward.]
- E. *The Fictive Self.* The imaginative concept of self in poetry and prose from different periods, including works by Shakespeare, Yeats, Joyce, Vonnegut, and Mailer. M T W 10; W Th F 10; W Th F 12. Members of the Department.
- F. *The Imagination and the City.* M T 1:40-2:50. Zarov.

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- G. *Poet-Novelists: Thomas Hardy and D. H. Lawrence.* W 7:30, F 12; M T W 9. Fayen, Garrett-Goodyear.
- H. *The American Dream.* M T 12, W 11; W Th F 12. Van Voris, Macdonald.
- I. *Southern Fiction.* A study of contemporary Southern writing in respect to such modes as tragedy, impressionism and expressionism, allegory, myth, and archetype. Authors will include Faulkner, Flannery O'Connor, R. P. Warren, Eudora Welty, and Truman Capote. M T 12, W 11. Pemberton.
- J. *Literature and Science.* Literary responses since the Middle Ages to the truths and metaphors of science, studied in works by such writers as Donne, Swift, Lewis Carroll, Kafka, and Mailer. M T W 10. Hill.
- K. *The Double.* W Th F 10. Garrett-Goodyear.
- L. *The Gothic in Literature.* M T W 2. Shook.

- 201b *The Reading of Poetry.* A study of the formal elements of the lyric—meter, diction, tone, metaphor, and structure—in a variety of styles and historical periods. Open to freshmen. M T W 10. Van Dyne.

- 207 *The Development of English Literature.* A study of its traditions, conventions, and themes. Lec. M 12, T W 11; three tutorial meetings each semester for groups of four students at hours to be arranged. Harward, Skulsky, Oram, Hill, first semester; Ellis, Shook, Hill, Oram, second semester. Ellis (*Director*).

- 208b *The Scottish Literary Tradition.* A study of Scottish poetry and prose fiction from the late fourteenth century to the present, with emphasis on literary characteristics in combinations peculiarly Scottish. Authors include James I, Henryson, Dunbar, Lindsay, Fergusson, Burns, Hogg, Scott, and Galt. Attention will be given as well to Scottish comic poetry, folklore, ballads, and chronicles. Prerequisite: at least one college-level course in literature. M T 2, W 3. Harward.

- 210b *The English Language.* A study of the major syntactic, semantic and phonological developments of English from its origins to the present time, with special consideration of some modern concepts in general and historical linguistics. M T 12, W 11. Chickering.

- 211a *Old English.* A survey of language and literature before 1066, with reading of prose and poetry, both in the original and in translation. Not to be offered in 1974-75. M T W 9. Hill.

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- 211b *Old English*. A study of *Beowulf*. Prerequisite: 211a. Not to be offered in 1974-75. M T W 9. Hill.
- 214a *Chaucer*. His art and his social and literary background. Emphasis on the *Canterbury Tales*. Students should have had at least two semester courses in literature. M T W 9; M T 12, W 11. Harward.
- 214b *Chaucer*. A repetition of 214a. M T W 9; W Th F 12, Th 11 at the option of the instructor. Harward, Creek.
- 215b *Medieval Literature*. A study of Chaucer's *Troilus and Criseyde* and of his minor poems; selected reading from other works of the period, including epics and courtly romances. Prerequisite: 214a or b, or permission of the instructor. W Th F 10, F 11 at the option of the instructor. Harward.
- 217b *Sixteenth-Century Literature*. Prose and poetry from Wyatt through Shakespeare; a study of ideas and forms characteristic of the Renaissance. Th 7:30. Young.
- 218a *Shakespeare*. *Romeo and Juliet*, *As You Like It*, *Twelfth Night*, *Richard II*, *Henry IV* Parts 1 and 2, *Henry V*, *Hamlet*. M T W 9; M T 12, W 11; W Th F 10 and F 11 at the option of the instructor. Skulsky, Casson, Young (*Director*).
- 218b *Shakespeare*. *Measure for Measure*, *King Lear*, *Macbeth*, *Troilus and Cressida*, *Coriolanus*, *Anthony and Cleopatra*, *The Winter's Tale*, *The Tempest*. M 10-11:50, T 10; M T 1:40-2:50, W 3; W Th F 10, F 11 at the option of the instructor. Skulsky, Petersson, Young (*Director*).
- 220b *Milton*. The art of *Paradise Lost* and other major poems, with emphasis on form, cultural context, and Milton's unitive system of thought. T 11-12:50, W 11, and M 12 at the option of the instructor. Petersson.
- [221b *Seventeenth-Century Poetry from Donne to Dryden*. Discussion of the Petrarchan convention, metaphysical imagery, Platonism, Christian-Humanism, and related topics.]
- [222a *Pope, Swift, and Their Circle*. Discussion of the major figures, Pope and Swift, together with their contemporaries, Defoe, Prior, Addison, Shaftesbury, and Gay. To be offered in 1974-75.]
- 222b *The Restoration*. Discussion of the major figures: Dryden, Marvell, and Rochester, together with their contemporaries, Thomas Hobbes, Samuel Pepys, Samuel Butler, Edmund Waller, John Bunyan, and others. Not to be offered in 1974-75. T Th 1:40-2:50. Ellis.
- 223a *The Age of Sensibility*. Romantic tendencies in the eighteenth century: senti-

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mental comedy, rediscovery of Nature, primitivism and progress, Gothic novel, and related topics. Not to be offered in 1974-75. T 3-5. Ellis.

- [223b *The Age of Johnson*. Discussion of the major figures: Johnson, Goldsmith, and Boswell. To be offered in 1974-75.]
- 224a *The English Novel*. Lectures, with occasional discussion, on the major English novelists from Defoe to Jane Austen. Emphasis on the novel as art, with some attention to biographical and social background. T Th 1:40-2:50 and W 3 at the option of the student. Pickrel.
- 224b *The English Novel*. Lectures, with occasional discussion, on the major English novelists from Dickens to Forster. Emphasis on the novel as art, with some attention to biographical and social background. T Th 1:40-2:50 and W 3 at the option of the student. Pickrel.
- 227a *The Romantic Poets*. An intensive study of Blake, Wordsworth, and Coleridge, together with discussion of selected poems of Shelley and Keats and an independent reading assignment in Byron. M 12, T 11-12:50. Skarda.
- 227b *Victorian Prose and Poetry*. A study of works by Carlyle, Tennyson, Browning, Arnold, Newman, the Pre-Raphaelites, Ruskin, Pater and Hopkins, with attention to post-Romantic uses of nature and myth, the role of the poet in an industrialized society, the public versus the private "voice," and the relationship between aesthetic and religious values. W Th F 10, F 11 at the option of the instructor. Fayen.
- 228a *Literature for Children in Victorian and Edwardian England*. Characteristic forms and themes of children's literature, conceptions of the child and his world in the context of social, cultural, and literary movements of the nineteenth and early twentieth centuries. Selected works by Kingsley, MacDonald, Lear, Carroll, Grahame, de la Mare, and others. Comparative readings in adult literature of the time. Not open to freshmen. M 10-11:50, T 10. Shook.
- 230a *Yeats and Joyce*. M T W 9. Connelly.
- 231a *Modern British and American Poetry*. The major poets from 1914 to 1940. Particular emphasis on the poetry of Yeats, Pound, Eliot, Stevens, Hart Crane, and Dylan Thomas. M T 2, W 3. Murphy.
- 232b *American Poetry from the Seventeenth Century to the Present*. While the course attempts to survey the whole of American poetry, particular emphasis falls in the nineteenth century and on the poetry of Emerson, Whitman, Melville, Longfellow, Dickinson, Robinson, and Frost. M T 2, W 3. Murphy.

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[234b *Hawthorne, Poe, and Melville.*]

- 235a *American Literature from the Beginning to the Civil War.* Emphasis on the writing of Taylor, Edwards, Emerson, Thoreau, Whitman, Poe, Hawthorne, Melville, and Dickinson, with some attention to the minor writers and occasional lectures on the related painting, architecture, and decorative arts. M T W 9. Murphy.
- 235b *American Literature from the Civil War to the End of the Second World War.* Emphasis on the writing of Twain, Howells, James, Wharton, Dreiser, Fitzgerald, Hemingway, and Faulkner, with some attention to the minor writers and occasional lectures on the related painting, architecture, and decorative arts. M T W 9. Murphy.
- 236a *Post-War American Fiction.* Bellow, Mailer, Updike, Ellison, Nabokov, O'Connor, and Barth. W Th F 12. Flower.
- 237a *Black Fiction.* Survey of Afro-American fiction with concentration on the novel. M 2-5. Pemberton.
- 237b *Comparative Black Poetries.* Modern and contemporary poetry from several black cultures and perspectives. The poetry of some African countries will be studied in translation as well as Afro-American poetry and samples from the Caribbean and South American black poets. M 2-5. Pemberton.
- 240b *The Tragic Muses.* Plays (Sophocles, Shakespeare, Chekhov, Lorca, Beckett), novels (Dostoevsky, Mauriac), theory (Unamuno, Nietzsche, Aristotle), and tragic vision in other forms: film, opera, painting, and poetry. W 12, Th 11-12:50, and F 12 at the option of the instructor. Petersson.
- 241b *Idea and Form in Twentieth-Century Fiction.* The modern novel with particular emphasis on Proust, Kafka, Camus, Faulkner and Beckett. M T W 10. Connelly.
- 242a *Existential Literature.* Form and content. Discussion of the fiction of Kierkegaard, Sartre, Kafka, and Beckett. M T 1:40-2:50 and W 3 at the option of the instructor. Kern.
- [243a *The Theory and Practice of Criticism.*]
- [243b *Modern Critical Approaches.*]
- [244b *English Literature since 1945.* A study of some of the chief writers in English to emerge since the Second World War. About half of the course will be devoted to fiction; the other half to be divided among drama, verse and prose nonfiction. Some of the writers to be considered are: Murdoch, Spark, Amis, Larkin, and Pinter.]

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GENERAL LITERATURE 291 *A Survey of Selected Masterpieces from Homer to Tolstoy*. See p. 219.

301, 301a, 301b *Special Studies*. Independent study, normally for majors. Admission by permission of the instructor and the Chairman.

302a *The Teaching of English*. A course for prospective teachers of English in secondary schools. The teaching of composition and literature. Selection and presentation of material. Demonstration and practice. Admission by permission of the instructor. M T 2, W 3. Van Voris.

UNDERGRADUATE SEMINARS AND ADVANCED COURSES OF LIMITED ENROLLMENT

Open to seniors and juniors, as well as to sophomores who have completed English 207 or General Literature 291. (See p. 219.) Enrollment limited to twelve students, unless otherwise designated.

[310a *Medieval English Poetry and Drama*. A study of dramatic and narrative forms, allegory and figuralism, in fourteenth- and fifteenth-century literature including selected mystery and morality plays, *Piers Plowman*, and *Pearl*. Recommended background: 214a or 214b. To be offered in 1974-75.]

312b *Special Topics in Shakespeare*. Topic for 1973-74: Studies in the late Romances, exploration of their shared indebtedness to the symbols of Greek romance and Christian faith. Modern controversies about the interpretation of the plays will be considered. M 10-11:50, T 10. Skulsky.

313a *The English Drama in the Age of Shakespeare*. The development of form and theme in the work of Shakespeare and his major contemporaries. First semester: Marlowe, Kyd, and the Elizabethan Shakespeare (e.g., *Richard III* to *Hamlet*). Priority given to honors students. Th 7:30. Young.

[314b *Milton*. Priority given to honors students. Not open to students who have taken or are taking 220a.]

315a *Baroque and Classical Style*. A broad view of seventeenth-century literature and art with particular emphasis on selected works of literature (Shakespeare, Donne, Herbert, Milton, Continental Baroque poetry), and painting, sculpture, architecture, and music (Bernini, Caravaggio, Monteverdi, Le Tour, Wren, Velazquez, Vermeer, Rembrandt, German Baroque). Recommended background: seventeenth-century literature and art. Th 7:30. Petersson.

316b *Restoration and Eighteenth-Century Drama (1660-1800)*. Selected plays by Dryden, Congreve, Gay, Sheridan, and others who have influenced modern drama.

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The text of each play is viewed in terms of its theatre and, as far as practicable, the art, music, social issues, philosophy, English or Continental writing, which inform it. M 7:30. Van Voris.

- 319b *The Romantic Vision on the Continent and in England.* Major critics and poets in France, Germany, and England will be studied as they develop and implement their concepts of genius and originality, irony, Christianity, Nature, and symbol. Enrollment limited to twenty-five students. M 3-5. Kern.
- 320b *The Poetry and the Art of William Blake.* A study of songs, ballads, and representative Prophecies, of selected drawings, paintings, and engravings, and of the composite art of the illuminated books, with some consideration of Blake's relation to later imaginative writing and criticism.
- 321b *Ballad.* The ballad as an art form: its types, origins, intrinsic values, literary adaptations, and discography. Th 4. Ellis.
- 322b *Romantic Poetry.* An intensive study of the major Romantic poets: Wordsworth, Coleridge, Byron, Shelley, and Keats. Discussion of various contexts which illuminate the Romantic movement in England, such as the impact of radicalism, theories of knowledge and perception, and continuity and change in the major genres. Priority given to honors students. Not open to students who have taken or are taking 227a. Th 7:30. Shook.
- 324a *Nineteenth-Century Studies: Inquiry and Dissent.* Crises of belief and forces for reform (within the self, within society: sources of authority, obliqueness in analysis and argument, post-Romantic images of disintegration and renewal) in the non-fiction, novels, and poetry of such figures as Mill, Carlyle, Dickens, Newman, Eliot, Browning, Arnold, and Morris. W 7:30. Fayen.
- 325b *George Eliot and Thomas Hardy: The Province of Romance.* A study of the novels and selected shorter fictional works, with particular emphasis on the psychological and aesthetic dimensions of characterization and the embodiment of philosophical perspectives in the shaping of fictional worlds. W 7:30. Garrett-Goodyear.
- 326a *William Butler Yeats.* A study of his poetry and its relation to the symbolist tradition. Th 4. Shook.
- [327a *Aestheticism and Decadence.* The problematic relation of aesthetic experience to the natural world, social, moral or religious norms in works by Baudelaire, Swinburne, Pater, Wilde, the early Yeats, and others. von Klemperer.]

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- [328b] *James Joyce*. A study of Joyce's major works, with particular emphasis on *Ulysses*.]
- 329a *Modern Irish Drama*. A close study of important twentieth-century plays by such Irish and Anglo-Irish writers as Shaw, Yeats, Synge, O'Casey, and Beckett. Th 7:30. Van Voris.
- 330a *Modern Poetry*. A study of the major British poets from 1914 to the present. Particular emphasis on the poetry of Yeats, Graves, Empson, Thomas, Larkin, and others. W 7:30. Casson.
- [331b] *Modern Fiction*. Issues and problems (self-dramatizing, randomness and casual design, the role of myth, fictional games, vagaries in time) in novels, stories, and essays by such writers as Flaubert, Melville, Conrad, Mann, Lawrence, Kafka, Borges, and Beckett, with stress on the ways they bring pressure to bear on social and historical fact.]
- [332a] *D. H. Lawrence*.]
- 333b *A Major British or American Writer*. T. S. Eliot: a study of his poems and plays in relation to his criticism and the sources of his art. M 7:30. Connelly.
- [334a] *Herman Melville*.]
- [335a] *Henry James*.]
- [336a] *Anglo-American Literary Relations*: fiction, poetry, essays, and letters of such writers as Irving, Dickens, Melville, Hawthorne, Trollope, Twain, James, Pound, and Eliot.]
- [337b] *Studies in Contemporary American Fiction*.]
- 338a *William Faulkner*. A study of the major novels in the context of American romanticism and impressionism. Th 7:30. Flower.
- 340b *Heroic and Pastoral*. Tradition and experiment in the epic and pastoral modes. Topic for 1973-74: Distortion and simplification in the pastoral mode. Characteristic concerns of the pastoral vision: poetry, art and nature, the ideal, escape. Authors studied will include Virgil, Spenser, Shakespeare, Milton, Blake, Wordsworth, and at least one modern writer. The course will emphasize the way in which each writer re-makes the earlier tradition, adapting it to his own concerns. M 7:30. Oram.
- [341b] *Religious Poetry*.]

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- 342b *Comedy*. A study of comic literature (drama, prose, verse). Readings from Aristophanes, Plautus, Terence, Rabelais, Shakespeare, Congreve, Pope, James, and Mann. Emphasis will be on literary aspects of the works covered, but there will be some attention to theories of the humorous and the laughable from ancient and modern authors. M 7:30. Macdonald.
- 343a *Satire*. A consideration of theoretical problems (definitions of satire, responses to satire, satiric strategies) followed by a study of the development of satire from Horace and Juvenal through Shakespeare, Jonson, Swift and Pope to Byron, Waugh, West, and Vonnegut. Th 7:30. Jaffe.
- [344b *Literary Criticism from Plato to Dryden*.]
- [345b *Modern Literary Criticism*.]
- 346a *Literary Perspectives on Women*. W 7:30. Pemberton.
- 346b A repetition of 346a. W 7:30. Van Dyne.
- 348a *Literature and Film*. A critical analysis of the intrinsic qualities of each medium and their interrelations. M 7:30; M and T from 3 to 5 must be reserved for viewing of films. Not open to students who have taken English 120a IX on film and fiction. Connelly.
- 349a *Literature and the Arts in Early America*. The work of Bradford, Taylor, Mather, Edwards, Franklin, and Irving, with some consideration of the painting, decorative arts, and domestic architecture of the period. There will be an opportunity to view the collections at Deerfield and the Garvan collection at Yale. Th 7:30. Murphy.
- 350b *Literature and the Arts in Nineteenth-Century America*. The work of Cooper, Emerson, Poe, Hawthorne, and Melville studied in relation to the painting of Cole, Church, Heade, Homer, and Inness, with some attention to decorative arts and domestic architecture. Th 7:30. Murphy.

GRADUATE STUDY

- 401, 401a, 401b *Graduate Special Studies*. Independent study for graduate students. Admission by permission of the Chairman.
- [411b *Advanced Studies in English or American Literature*.]

B. COURSES IN WRITING

Only one course in English composition may be taken in any one semester except by permission of the Chairman. Second semester courses are open to students who

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have not taken the corresponding course in the first semester as well as to those who have done so.

260a *The Writing of Poetry.* Admission by permission of the instructor. W 7:30. Fessenden.

260b A repetition of 260a. Admission by permission of the instructor. W 7:30. Van Voris.

261a *The Writing of Fiction.* W 7:30. Pickrel.

261b A repetition of 261a. W 7:30. Pickrel.

[360a, 360b *Seminar in Poetry Writing.*]

361a *Seminar in Fiction Writing.* Th 4. Pritchett.

[362a *Seminar in Essay Writing.*]

THE MAJOR

Advisers: Connelly, Ellis, Flower (first semester), Harward, Hill, Jaffe (first semester), Macdonald, Murphy, Oram, Petersson, Shook.

Requirements: For members of the Classes of 1974 and 1975: (1) two semester courses or one year course chosen from the following: 120a, 120b, 207, General Literature 291; (2) 214a or b; (3) 218a or b; and (4) seven additional courses above the introductory level, two of which may be in literatures other than English. For members of the Class of 1976 and thereafter: (1) 207 or General Literature 291; (2) 214a or b; (3) 218a or b; and (4) seven additional courses, six of which must be above the introductory level and two of which may be in literatures other than English. The student is urged to elect at least one course chosen from the Renaissance and Seventeenth Century, and at least one course chosen from the Restoration and Eighteenth Century. One semester course in writing may be counted within the minimum requirements for the major. The department strongly recommends that students in the major elect at least one seminar a year.

Examination: In her senior year, each student is required to take *one* examination. Members of the Class of 1974 will choose from the following:

- A. An oral examination centering on a single work, selected by the student and approved by the department's Committee on Examinations. The student should be prepared to range beyond that work by associating it with other works by the same author, or in the same period or genre.

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- B. A written examination centering on the relationship between a critical text selected from a designated list, and two relevant literary works selected by the student and approved by the department's Committee on Examinations.
- C. A written examination on one of three groups of works, each group consisting of three works thematically related but differing in period or genre. The examination will be concerned both with textual analysis and with comparison and contrast.

The examinations will be administered in January and May (except that the oral examination will be administered only in January). Seniors are urged, however, to take their examinations in January.

Beginning with the Class of 1975, the student will choose between the following:

- A. An oral examination *either* (1) centering on a single work and relating it to other works by the same author, from the same period or in the same genre *or* (2) dealing with three thematically related works taken from different periods. (In both cases the works to be discussed are to be chosen by the student and approved by the department's Committee on Examinations.)
- B. A written examination consisting *both* of (1) textual analysis, each student choosing three out of five or six passages representing different periods, *and* (2) a choice of one of three critical problems (formal, thematic, historical) to be discussed in the light of the individual student's knowledge and interests.

HONORS

Directors: For the Class of 1974, Van Voris; for the Class of 1975, Skulsky.

Requirements: Students in Honors must fulfill the general requirements of the major.

They will normally be given priority in seminars and will take at least one in each semester of the junior and senior years. In the first semester of the senior year, they will present a long paper to count for one semester course beyond the nine courses in English required for the major. In either first or second semester of the senior year they may carry three rather than four courses.

Two examinations: One examination is chosen from the three offered to all students in the major. The other examination is on four major authors chosen by the student. No more than two of these four authors may be from any one of the following fields: Medieval Literature to 1500; Renaissance and Seventeenth Century, 1500-1674, including Milton; Restoration and Eighteenth Century, 1660-1800, excluding Milton; Nineteenth and Twentieth Centuries, including American Literature. Both of these examinations will be taken in May of the senior year.

FRENCH LANGUAGE & LITERATURE

- PROFESSORS: *JEAN LAMBERT, LIC. ÈS L., D.E.S.
EDITH KERN, PH.D.
- ASSOCIATE PROFESSORS: §JOSEPHINE LOUISE OTT, PH.D.
**ANDRÉE DEMAY, AGRÉGÉE DE L'UNIVERSITÉ
PATRICIA WEED, PH.D., *Chairman*
MARIE-JOSÉ MADELEINE DELAGE, LIC. ÈS L.,
D.E.S., DOCTEUR EN HISTOIRE
LAWRENCE ALEXANDER JOSEPH, PH.D.
- ASSISTANT PROFESSORS: †DAVID R. BALL, LIC. ÈS L., DOCTEUR EN LITTÉRATURE
GÉNÉRALE ET COMPARÉE
JAMES SACRÉ, PH.D.
MARILYN SCHUSTER, M. PHIL.
ANNE-MARIE DEPIERRE, AGRÉGÉE DE L'UNIVERSITÉ
- INSTRUCTORS: JEFFREY ALAN HORN, A.M.
MARY ELLEN BIRKETT, M. PHIL.
- LECTURERS: JOHN M. BUTEAU, A.M.
LUCILE MARTINEAU, A.M., M.S.W.
JOAN TERESA ROSASCO, M.A.
ANNICK SEC, AGRÉGÉE DE L'UNIVERSITÉ

All classes and examinations in the department are conducted in French. In all language courses slide lectures, films, and work in the language laboratory will supplement classroom instruction.

In sectioned courses, the principal times of meeting are indicated but the instructor may elect to use additional hours in a time block.

Qualified students may apply for residence in Dawes House, *La Maison Française*.

A. LANGUAGE

- 100D *Beginning Course*. An accelerated course designed to prepare the beginner to enter a 200-level French course the following year. *Not* open to students presenting entrance units in French except by permission of the department. *Three semesters' credit*. M T W Th F 10, Th 5. Schuster.
- 102a *Intensive Elementary Course*. Oral work and grammar review based on reading of contemporary texts: Sartre, Camus, and others. Four class hours. Prerequisite: two entrance units. Lec. Th 5; sect. M T W 9; W Th F 10. Members of the Department.

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- 103b A continuation of 102a. Prerequisite: 102a, or permission of the instructor. Lec. Th 5; sect. M T W 9; W Th F 10. Members of the Department.
- 104a *Intermediate Course*. Grammar review and vocabulary building, written and oral work based on an analysis of contemporary texts: Camus, Duras, Mallet-Joris, and others. Prerequisite: three entrance units. Lec. Th 5; sect. M T W 9; M T 12, W 11; W Th F 9; W Th F 12. Members of the Department.
- 105b A continuation of 104a. Prerequisite: 104a or permission of the instructor. Lec. Th 5; sect. M T W 9; M T 12, W 11; W Th F 12. Members of the Department.
- 200a *Composition and Oral Work*. Study of modern French authors (Anouilh, Cocteau, Duras, Ionesco, Malraux) from the point of view of language. One or two full-length films will be analyzed. Prerequisite: four entrance units, or 100b, or 102a and 103b, or 104a and 105b; or permission of the department. M T W 9; M T W 10; M T 2, W 3; W Th F 9; W Th F 10; W F 2, Th 3. Members of the Department.
- 201b A continuation of 200a. Prerequisite: 200a or permission of the department. M T 12, W 11; W Th F 9; W Th F 12. Members of the Department.
- 202b *Composition and Oral Work*. Based on contemporary readings with emphasis on current political, social and economic problems. Extensive use will be made of material from newspapers and periodicals. Prerequisite: 200a or permission of the department. M T W 9; M T 2, W 3; W Th F 10. Members of the Department.
- [206a *Theoretical and Practical Phonetics*. Exercises in hearing, pronunciation, and phonetic dictation. Admission by permission of the department. Two class hours. *One-quarter course credit*.]
- 302a *Advanced Composition and Phonetics*. Investigation of the subtleties of the language, enrichment of vocabulary through reading of varied material. Oral and written reports on topics of current interest. Students will also receive individual help with pronunciation. Admission by permission of the instructor. W Th F 12. Demay.
- 303b A continuation of 302a. Prerequisite: 302a or permission of the instructor. W Th F 12. Sec.
- 306a *The Teaching of French*. Problems and methods of modern language teaching in the elementary and secondary schools. Practice teaching at these levels in the Northampton schools. Admission by permission of the instructor. W 7:30. Buteau.

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- 307b A continuation of 306a. Prerequisite: 306a or permission of the instructor.
W 7:30. Buteau.

B. LITERATURE

Unless otherwise stated, the prerequisite for intermediate literature courses is four entrance units, or two semesters above the level of 103b, or permission of the department.

Unless otherwise stated, the prerequisite for advanced courses is two semester literature courses at the intermediate level or permission of the department.

- 216a *Readings in Contemporary Literature.* A study of three literary forms based on works by twentieth-century authors: drama (Anouilh, Ionesco, Beckett); poetry (Apollinaire, Eluard); the novel (Camus, a *nouveau roman*). Students presenting only three entrance units are urged to seek admission to this course if they have strong preparation. M T 12, W 11; M T 2, W 3; W Th F 10; W F 2, Th 3. Members of the Department.
- 217a *Studies in Literary Forms: Drama.* Comedy from the seventeenth century to the present. (Molière, Marivaux, Beaumarchais, Musset, Genet). M T W 9; W Th F 12. Members of the Department.
- 217b A repetition of 217a. W Th F 9.
- 218a *Studies in Literary Forms: Lyric Poetry.* Traditional poetic themes: nature, love, death, the voyage. Poems of many periods will be studied with emphasis on works from Baudelaire to the present. M T 12, W 11; W Th F 10. Members of the Department.
- 218b A repetition of 218a. M T 12, W 11; W Th F 12,
- 219a *Studies in Literary Forms: The Novel.* The evolution of the novel from Balzac to the *nouveau roman*. Prerequisite: one semester course in language or literature at the intermediate level, or permission of the department. Well qualified freshmen are urged to seek admission to this course. M 10-11:50, T 10.
- 219b A repetition of 219a. M 10-11:50, T 10; W Th F 10. Members of the Department.
- 225a *The Classical Ideal.* The evolution of seventeenth-century tragedy as shown in selected plays of Corneille and Racine. The farce and high comedy of Molière. M T W 9; W Th F 12. Members of the Department.
- 225b A repetition of 225a. M T 2, W 3.

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- 226b *The Classical Ideal*. A study of the seventeenth-century *moralistes*. Changing modes of perceiving man and society; tradition versus rationalism; social and political satire. Selected works of Descartes, Pascal, LaRochefoucauld, Madame de La Fayette, La Fontaine, and La Bruyère. Prerequisite: 225a or 225b, or permission of the department. W Th F 12. Schuster.
- 228b *Problems in French Cinema*. Films by Bresson, Cocteau, Godard, Renoir, Resnais, and others. An introduction to the analysis of films, using both films and written material (a novel, plays, poems, scenarios, criticism) as objects of study. The course will also explore certain traditions in French cinema and French literature and the relations among them. Prerequisite: one semester literature course at the intermediate level or permission of the department. M T W 9; T Th 1:40-2:50; W Th F 9; W Th F 12. T 3-5 must be reserved for film viewing. Members of the Department.
- 311a *Preromanticism and Romanticism*. The romantic revolution in the first half of the nineteenth century. Works by Rousseau, Chateaubriand, Hugo, Musset, Vigny, and others, with references to other European literatures. M T 2, W 3; W Th F 12. Delage, Schuster.
- 311b *Masters of the Nineteenth-Century Novel*. Balzac, Stendhal, Flaubert, Zola. M T 2, W 3. Weed.
- 313b *French Poetry of the Second Half of the Nineteenth Century*. The opening of the modern era in French poetry: Baudelaire, Verlaine, Rimbaud, Mallarmé. Prerequisite: 311a, or permission of the instructor. W Th F 10. Lambert.
- 314a *French Literature of the Eighteenth Century*. New trends in literary sensibility from Marivaux to Rousseau. W Th F 10. Demay.
- [314b *French Literature of the Eighteenth Century*. The Enlightenment and the "Philosophes." Works by Montesquieu, Voltaire, Diderot, and others.]
- 315a *French Literature of the Middle Ages*. Romance (Chrétien de Troyes), epic and lyric poetry. M T 12, W 11. Delage.
- 316b *French Literature of the Renaissance*. Rabelais, Montaigne, the poetry of the Pléiade. Open to juniors and seniors who have taken a semester course in French literature at the advanced level, or by permission of the instructor. M 3-5 and a third hour to be arranged. Delage.
- 317a *French Classicism*. Topic for 1973-74: La Fontaine and Pascal. Open to juniors and seniors who have taken a semester course in French literature

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at the advanced level, or by permission of the instructor. M 3-5 and a third hour to be arranged. Weed.

- 318b *The Contemporary French Novel*. Major trends in the modern French novel: Proust, Gide, Sartre, Malraux, and the *nouveau roman*. Open to juniors and seniors who have taken 311b, or by permission of the instructor. T Th 1:40-2:50, and W 3 at the option of the instructor. Joseph.
- [318a *Twentieth-Century French Drama*. A study of absurdity in plays by Camus, Tardieu, Beckett, Genet, and Ionesco. Open to juniors and seniors who have taken a semester course in French literature at the advanced level, or by permission of the instructor.]
- 320a *Tradition and Innovation in Twentieth-Century Poetry*. Valéry, Claudel, Apollinaire, the surrealist movement, Saint-John Perse, Eluard, Aragon, and others. T Th 1:40-2:50, and W 3 at the option of the instructor. Joseph.
- 350a, 350b *Special Studies*. Admission by permission of the department; normally for senior majors.

C. CIVILIZATION

- [330a *Contemporary France*. Historical, literary and social phenomena from 1939 to the present. (Existentialism, decolonization, and other topics.) Prerequisite: two semester literature courses at the intermediate level. Offered in alternate years. Martineau.]
- [334a *French Canadian Civilization*. The evolution of French Canada from the days of exploration to the current separatist crisis. A study of the principal historical, political and cultural developments, with emphasis on the province of Quebec. Conducted in English. A reading knowledge of French is strongly recommended. Admission by permission of the instructor.]

D. SEMINARS

- 342b *Stylistics*. Composition, translations, analyses of various oral and written French styles. Th 4-6. Lambert.
- [343a *Theme and Form in French Literature*.]
- [344b *Studies in Drama*.]
- [345a *French Thought*.]

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[346b *Studies in Poetry.*]

[347a *Studies in Eighteenth-Century Literature.*]

[348a *Studies in Nineteenth-Century Literature.*]

349a *Studies in Twentieth-Century Literature.* Topic for 1973-74: Beckett and Genet.
T 3-5. Kern.

E. GRADUATE

Adviser: Joseph.

450, 450a, 450b *Research and Thesis.* (*May be taken for double credit.*)

451, 451a, 451b *Advanced Studies.* Arranged in consultation with the department.

THE MAJOR

Advisers: For the Class of 1974, Delage; for the Class of 1975, Weed; for the Class of 1976, Schuster.

Requirements: Twelve semester courses including the following: two semester courses in language at the advanced level: 302a, followed by either 303b or 342b; one intermediate or advanced level semester course in European history, preferably French; seven semester courses in literature, of which five must be at the advanced level.

Students are expected to elect courses in at least four different centuries of French literature, including the seventeenth.

Majors spending their junior year in Paris will normally meet certain of these requirements during that year, in particular the advanced courses in language. Courses in European history are also available in Paris.

Recommended courses: Courses in Latin (particularly if no entrance units in the language are presented) and in English or other foreign literatures.

Competence requirement: A major will be required to choose one of the following:

- a. a comprehensive examination; *or*
- b. a paper on a topic proposed by the student and approved by the department; *or*
- c. a prepared question examination on a topic proposed by the student and approved by the department.

Option a, b, or c will be complemented by an oral *explication de texte* (20 minutes, in addition to time for preparation).

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HONORS

Director: Joseph.

Requirements: Within the requirements of the major, candidates shall select one area of study and plan a two year program of advanced work (Grade III courses, seminars, special studies) in consultation with the Director of Honors. Students shall normally enter the honors program at the beginning of the junior year. The work of the junior year may very effectively be done in France. A student shall elect in at least one other department courses which will broaden her knowledge of her field. She shall write a thesis on some aspect of this field, to be submitted normally at the end of the first semester of the senior year.

Examinations: a) a general examination, both oral and written, covering at least three centuries of French literature, to be taken at the end of the senior year; b) an examination in the individual field of study. This examination may be taken at the end of the first semester of the senior year and part of it, under special circumstances, at the end of the junior year.

GEOLOGY

ASSOCIATE PROFESSOR: HENRY ROBERT BURGER, III, PH.D., *Chairman*

ASSISTANT PROFESSORS: *BRIAN WHITE, PH.D.

**ALLAN LUDMAN, PH.D.

HAROLD ALLEN CURRAN, PH.D.

LECTURER: ANN MARIE TALLMAN, M.A.T.

Special placement in geology courses is possible for students who pass a qualifying examination given by the department.

Unless otherwise noted, 111a or 114b is a prerequisite for all other courses in the department. Note that there are additional prerequisites for some advanced courses.

- 111a *Physical Geology*. The origin of mountain ranges, continents, and ocean basins; sculpturing and evolution of the land surface; mineral resources; and geologic aspects of conservation and urban development. Laboratories include field trips to areas of local geologic interest. Optional weekend field trip to Cape Cod. Three hours of lecture, one three-hour laboratory. Lec. M T W 9; lab. M, T or Th 2-4:50 or Th 10-12:50 or F 9-11:50. Burger and members of the Department.
- 111b *Origin and Evolution of the Earth*. The geologic history of our planet as revealed by the rocks and fossils of the earth's crust. Topics include the origins of the earth and life, the measurement and significance of geologic time, the geologic evolution of North America from the Precambrian to present, and the rise of man as the planet's dominant species. Three hours of lecture and one three-hour laboratory or field trip. Prerequisite: 111a. Lec. M T W 9; lab. M or Th 2-4:50. Curran and members of the Department.
- 114b A repetition of 111a. Three hours of lecture, one three-hour laboratory. Lec. W Th F 10; lab. M or Th 2-4:50. Tallman.
- 116b *Oceanography*. An introduction to the marine environment with emphasis on the nature and circulation of oceanic waters, submarine topography and sedimentation, oceanic productivity, and man's exploitation of the oceans. Prerequisite: 111a or another introductory science course and permission of the instructor. Lec. M 10-11:50, T 10; lab. T 2-4:50. Curran.
- 201a *Field Studies in Urban Geology*. The application of geologic principles and techniques to selected urban problems. Field study in cooperation with the City of Northampton. No prerequisite. Enrollment limited to twelve students. Admission by permission of the instructor. T 11-12:50, 2-4:50. Burger.

- 217b *The Environment: Past, Present and Future.* A geological view of the physical environment with emphasis on the atmosphere, water supply, the ocean, geological hazards, fuel and energy sources, mineral resources, climate and wilderness resources. The interrelationships between growing population, urbanization and industrialization, and the various elements of the physical environment are discussed. No prerequisite. W Th F 12. White and members of the Department.
- 221a, 221b *Mineralogy and Petrology.* The study of minerals and the processes by which they form in igneous and metamorphic rocks. First semester: crystallography and crystal chemistry; x-ray and optical techniques of mineral analysis. Second semester: processes of magmatic crystallization; metamorphic facies and facies series. Open to chemistry majors by permission of the instructor. Lec. W Th F 10; lab. M 2-4:50. Ludman (first semester), second semester instructor to be announced.
- [223b *Geochemistry.* The application of selected principles of chemistry to complex geological processes. Topics include theories of terrestrial and lunar origin, the geochemical differentiation of the earth, radiometric dating of rocks, and stable isotope geology. Prerequisites: 111a or 114b and either entrance units in chemistry, a semester of introductory chemistry, or permission of the instructor. M T W 9. Ludman.]
- 231a *Invertebrate Paleontology and Paleocology.* A study of the major groups of fossil invertebrates including their phylogenetic relationships, paleocology and biostratigraphic importance. Prerequisite: 111b; open without prerequisite to majors in the Biological Sciences by permission of the instructor. Lec. M T W 9; lab. T 2-4:50. Curran.
- 232b *Sedimentation.* An analysis of modern sedimentary environments and the interpretation of ancient sedimentary rocks in the light of resulting data. Problem-oriented field and laboratory projects. Prerequisites: 251a and 221, or 221b taken concurrently. Lec. M 12, T 11-12:50, W 11 at the option of the instructor; lab. T 2-4:50. White.
- 241b *Structural Geology.* The study and interpretation of rock structures with emphasis on the mechanics of deformation; behavior of rock materials; and methods of analysis. Prerequisite: 221b or 221b taken concurrently. Lec. W 12, Th 11-12:50, F 12 at the option of the instructor; lab. Th 2-4:50. Burger.
- 251a *Geomorphology.* The study of landforms and their significance in terms of the processes which form them. Selected reference is made to examples in the New England region and the classic landforms of the world. Prerequisite:

GEOLOGY

- 111a or 114b. W Th F 12, Th 11 at the option of the instructor; lab. Th 2-4:50. Tallman.
- 261b *Earth Physics*. The application of geophysical principles to an understanding of the earth and major earth processes. Offered in alternate years. W 2-3:50. Burger.
- 301a, 301b *Advanced Work or Special Problems in Geology*. Admission by permission of the department. For senior geology majors only. Members of the Department.
- 321a *Advanced Metamorphic Petrology*. A detailed examination of metamorphic reactions and the factors controlling metamorphism. Individual research projects will concentrate on stability of individual minerals under varied metamorphic conditions. Prerequisite: 221b and either a semester of introductory chemistry or permission of the instructor. Offered in alternate years. Lec. W Th F 12; lab. to be arranged. Ludman.
- 331a *Advanced Paleontology*. Topics in invertebrate paleontology, micropaleontology, and paleoecology. Application of modern concepts and techniques to the solution of paleontologic problems. Problem-oriented laboratory and field research projects. Lec. M 10-11:50, T 10; lab. W 2-3:50. Curran.
- [332a *Principles of Stratigraphy*. The impact of modern concepts of stratigraphic analysis, sedimentary tectonics and environmental interpretation on classical stratigraphy. Examples will be drawn from the Connecticut Valley and nearby areas whenever possible. Admission by permission of the instructor. Lec. M 12, T 11-12:50, W 11; lab. T 2-4:50. White.]
- [333a *Carbonate Rocks*. A detailed study of Recent carbonate depositional environments and interpretation of analogous ancient carbonate rocks. Modern laboratory techniques will be used to solve problems arising from field studies of carbonate rocks. Admission by permission of the instructor. To be offered in 1974-75. Lec. M 12, T 11-12:50, W 11; lab. T 2-4:50. White.]
- 341b *Advanced Structural Geology*. Topics in rock mechanics, soil mechanics, and experimental rock deformation, approached through selected laboratory and field research problems. Admission by permission of the instructor. Offered in alternate years. Lec. W 2-3:50; two-hour laboratory to be arranged. Burger.
- 351b *Glacial and Periglacial Geology*. The geological aspects of glaciers and glaciation developed through the study of the origins and evolution of glacial geomorphic features. The periglacial environment, past and present, will be related to Quaternary landforms. Prerequisites: 111a or 114b and permis-

sion of the instructor. Three hours of lecture and one three-hour laboratory or field trip per week. Lec. M T W 12; lab. T 2-4:50. Tallman.

[355a *Senior Research Seminar in New England Geology.* A multidisciplinary approach to understanding the evolution of the Northern Appalachian tectonic province. Weekend field trips will traverse the Appalachian Geosyncline in New England. Individual research projects will focus on specific problems in regional orogenesis. Open only to senior geology majors. Offered in alternate years. W 2-3:50. Ludman.]

371 *Honors Project.* Admission by permission of the department. Members of the Department.

GRADUATE

Adviser: Ludman.

401a, 401b *Advanced Work or Special Problems in Geology.* Admission by permission of the department. Members of the Department.

471a, 471b *Research and Thesis in Geology.* Members of the Department.

THE MAJOR

Adviser: Tallman.

Basis: 111a or 114b, and 111b.

Requirements: Eight semester courses, above the basis and including the following: 221a, 221b, 231a, 232b, 241b, 251a, and two additional courses, one of which must be at the advanced level. (The requirement of Geology 251a is effective with the Class of 1975. Other classes may substitute a geology elective.) The department envisions several possible approaches to the major; some contain additional recommendations beyond the courses specified above. Prospective majors, particularly those planning to go to graduate school or teach earth science in secondary schools, should see the departmental adviser as early as possible.

An examination of competence.

A summer field course or equivalent experience is recommended for all majors, particularly those who plan to continue their education beyond the Bachelor's degree.

HONORS

Director: Curran.

Basis: 111a or 114b, and 111b.

Requirements: Eight semester courses, above the basis, as in the major; and an honors project equivalent to two semester courses. Entrance by May of the junior year. One written examination, and presentation and defense of the thesis. For additional requirements, consult the Director.

GERMAN LANGUAGE & LITERATURE

PROFESSOR: WILLY SCHUMANN, PH.D., *Chairman*
ASSOCIATE PROFESSOR: §GEORGE SALAMON, PH.D.
ASSISTANT PROFESSORS: **HANS RUDOLF VAGET, PH.D.
JUDITH LYNDAL RYAN, DR. PHIL.
INSTRUCTORS: MARGARET SKILES ZELLJADT, A.M.
ANDREA GAIL MATTSON, M.A.

Students who enter with previous preparation in German will be assigned to appropriate courses on the basis of a placement examination.

Students who plan to major in German or wish to spend the junior year in Germany should take German in the first two years. Courses in European history and in English literature are also recommended.

A. GERMAN LANGUAGE

- 100 *Elementary Course.* An introduction to spoken and written German, presenting practical vocabulary and basic expressions used in conversational practice, simple written exercises and listening and reading comprehension. Emphasis is on development of oral proficiency as well as gradual acquisition of skills in reading and writing German. Four class hours and laboratory. M T Th F 9, 2. Members of the Department. Schumann (*Director*).
- 100D *Accelerated Elementary Course.* An intensive introduction to spoken and written German. Emphasis in the first semester is on development of oral proficiency and a gradual acquisition of skills in reading and writing German. The second semester is devoted equally to reading and discussing in German of selected short stories by modern German writers and to a review of grammar with additional practice in speaking and writing German. *Three semesters' credit.* Six class hours and laboratory. M-F 10, M 11. Zelljadt.
- 101 *Elementary Reading Course.* An introduction to the German language for upper-classmen who wish to acquire proficiency in reading comprehension. Treatment of essential grammatical structures and acquisition of basic vocabulary to facilitate reading of German expository prose. Not a prerequisite for 112. W Th F 12. Vaget (first semester), Ryan (second semester).
- 112 *Intermediate Course.* Practice in oral and written German; selected works by such authors as Brecht, Dürrenmatt, Hesse, Kafka, Mann and Frisch. Prerequisite: two entrance units or 100. W Th F 10, F 11; M T 12, T W 11. Members of the Department. Ryan (*Director*).

GERMAN LANGUAGE & LITERATURE

- 221a, 221b *Composition and Conversation*. Conversation on topics of current interest; reading of modern texts, including essays and newspaper articles; study of idiom, syntax and style. Prerequisite: three entrance units or 100b or 112. M 12, T 11-12:50, W 11. Mattson.

B. GERMAN LITERATURE

The prerequisite for advanced courses is an intermediate course or the equivalent.

- 225a *Readings in German Literature, I*. Representative works from the Romantic period to the turn of the century (Heine, E. T. A. Hoffmann, Büchner, Fontane and others). Prerequisite: three entrance units or 100b or 112 or permission of the instructor. M T W 9. Ryan.
- 225b *Readings in German Literature, II*. Representative works from the twentieth century (Mann, Kafka, Hesse, Brecht, Grass). Prerequisite: 221a or 225a or permission of the instructor. M T W 9. Ryan.
- [332a *German Literature of the Middle Ages*. The heroic lay, *Nibelungenlied*, the courtly epic (*Parzival*, *Tristan und Isolde*), and Minnesang. Hours to be arranged.]
- 338a *Sturm und Drang*. A study of representative works by Herder, Lenz, early Goethe, and Schiller against the background of intellectual, social and political history. Discussion will focus on the conflict between the individual and society, and the emergence of a new moral sensibility. M 3-5; Th 11-12. Valet.
- [333b *Weimar Classicism*. A study of some of the esthetic, moral and political issues of classical German Humanism as reflected in the major works by Goethe and Schiller; emphasis will be on the classical drama. Also discussed will be the impact of Weimar Classicism on later intellectual and political history. M 3-5, Th 7:30-9. Valet.]
- 334a *Romanticism*. The development of the literary Romantic movement; the new awareness of the artist's role in society; the discovery of "folk" art; the emergence of nationalism. Representative works by Tieck, Novalis, Brentano, Eichendorff, Kleist, E. T. A. Hoffmann and others. M 10-11:50, T 10. Ryan.
- 335b *Nineteenth-Century Literature*. Treatment of representative works, traditional and progressive, against a background of political and social change. Heine, Büchner, Fontane, Hauptmann and others. Hours to be arranged.

GERMAN LANGUAGE & LITERATURE

- 336b *The Modern Novel*. The development of the traditional novel to new novel forms; the relation of the novel to its social and political background. Representative works by authors such as Mann, Kafka, Musil, Hesse, Grass. M W 7:30-9. Schumann.
- 338b *Modern Lyric and Drama*. The development from the Expressionist lyric to the political poetry of the present day. Innovations in the theatre from Brecht to Weiss; the theatre as an instrument in effecting a change of social consciousness. M 10-11:50, T 10. Ryan.
- 341, 341a, 341b *Special Studies*. Arranged in consultation with the department. Admission by permission of the department for senior majors.
- 351a *Seminar in German Studies*. Topic for 1973-74: Politics and literature since 1890. Admission by permission of the instructor. M W 7:30-9. Schumann.

C. GERMAN LITERATURE IN TRANSLATION

- 227a *Modern German Literature, I*. The Wilhelminian period and the first World War. Particular emphasis will be placed on the analysis of the moral and political deterioration of modern Germany (1871-1918) as reflected in the works (fiction and drama) of some of the representative German and Austrian writers, such as Nietzsche, Fontane, Thomas Mann, Heinrich Mann, Hesse, von Hofmannsthal, Schnitzler, Musil, and Kafka. T 5, Th 4-6. Vaget.
- [227b *Modern German Literature, II*. The Weimar Republic, the Third Reich, and post-war Germany. With emphasis on the moral and political issues in the works of writers who addressed themselves specifically to an analysis of contemporary German history. Authors to be studied include Thomas Mann, Brecht, Frisch, Böll, Grass, and Johnson. T 5, Th 4-6. Vaget.]

D. GRADUATE

Adviser: Schumann.

- 450, 450a, 450b *Research and Thesis*. (May be taken for double credit.)
- 451, 451a, 451b *Special Studies in the fields of literature and linguistics*. Arranged in consultation with the department.

THE MAJORS

Adviser for German Literature and German Civilization: Ryan.

GERMAN LANGUAGE & LITERATURE

GERMAN LITERATURE

Based on 100D or 112, or the equivalent.

Requirements: Nine semester courses in addition to the basis, normally eight in the department and one in a related department. In the department: 221a or 221b; 225a or 225b; 351a; 336b or 338b; and three from 333a, 333b, 334a, 335b.

Examination: An examination of competence (oral or written) *or* a paper on selected works of a single author or a special topic to be determined in consultation with the department.

GERMAN CIVILIZATION

Based on 100D or 112, or the equivalent.

Requirements: Nine semester courses in addition to the basis, normally five courses in the department and four in related departments. In the department: two from 221a, 221b, 225a, 225b; two from 333a, 333b, 334a, 335b; and one from 336b, 338b, 351a. In related departments: four semester courses of which *three* must be in one department and *one* in European history.

Examination: An examination of competence (oral or written) *or* a paper on a special topic to be determined in consultation with the department.

HONORS

Director: Ryan.

Requirements: The courses required for the major; a thesis to be written during the first semester of the senior year.

An examination on problems of analysis and criticism.

GOVERNMENT

- PROFESSORS: CECELIA MARIE KENYON, PH.D.
**ALAN BURR OVERSTREET, PH.D.
LEO WEINSTEIN, PH.D.
CHARLES LANGNER ROBERTSON, PH.D., *Chairman*
STANLEY ROTHMAN, PH.D.
PETER NILES ROWE, PH.D.
- ASSOCIATE PROFESSORS: PHILIP GREEN, PH.D.
THOMAS PAUL JAHNIGE, PH.D.
†DONALD LEONARD ROBINSON, M.DIV., PH.D.
- ASSISTANT PROFESSORS: †WALTER MORRIS-HALE, PH.D.
SUSAN C. BOURQUE, PH.D.
DONNA ROBINSON DIVINE, PH.D.
STEVEN MARTIN GOLDSTEIN, PH.D.
ANNE HAYES BEDLINGTON, PH.D.
- LECTURERS: MARTHA A. ACKELSBERG, M.A.
‡GAYLE HOLLANDER, PH.D.
‡ALAN D. SISITSKY, M.A., LL.B.

For students who plan to major or to do honors work in the department, appropriate courses in economics, sociology, and history are recommended. See also the honors program.

Advanced courses require the permission of the instructor and ordinarily presume as a prerequisite an intermediate course in the same field.

- 100 *Introduction to Political Science.* A study of the leading ideas of the Western political tradition and their application to the analysis of contemporary political systems. For freshmen and sophomores only. First semester: two lectures and one discussion. Lec. M T 12; dis. W 9, 10, 11, 12, 2, 3, Th 10, 11, 12, or F 11. Weinstein and Members of the Department. Second semester: first 4 weeks, lec. M T 12; dis. W 11; following 8 weeks, all colloquia T 11-12:50. Divine and members of the Department.

SOCIAL SCIENCE 190a *Introduction to Statistics for Social Scientists.* The fundamental problems in collecting, summarizing, and interpreting empirical data, with attention to basic descriptive statistics, elementary probability, the concept of a sampling distribution and its role in statistical inference, association, and correlation. Two class hours and one two-hour laboratory. Lec. M 12, W 11; lab. T 11-12:50. Mair (Economics), Jahnige (Government).

A. AMERICAN GOVERNMENT

- 200a *American Government.* A study of the major institutions of American government and their interaction in the determination of public policy. W 12, Th 10; F 10-11:50. Bedlington.
- 201a *American Constitutional Development.* The origins and framing of the Constitution; contemporary interpretations; the study of Supreme Court decisions, documents, and other writings dealing with the interpretation of the Constitution, with emphasis on changing ideas concerning federalism and separation of powers. Two lectures and one discussion. Not open to freshmen. M T 10, W 8 a.m. Weinstein.
- 201b *American Constitutional Law.* Fundamental rights of citizens as interpreted by decisions of the Supreme Court with emphasis on the interpretation of the Bill of Rights and the Fourteenth Amendment. Not open to freshmen. M 10-11:50, T 10. Weinstein.
- 202a *American Political Parties.* Their structure, operation, and place in the American system of government. Field study and participation in a political campaign. W 12, Th 11, and Th F 12 at the option of the instructor. Bedlington.
- [203a *American Political Culture.* An analysis of contemporary American political culture and ideology in the light of the principles of the founding period.]
- 204a *Urban Politics.* Historical and contemporary perspectives on urban America. An examination of the process of urban development provides the context for study of specific problem areas, including poverty, education, and health care. M T 8:40-9:50. Ackelsberg.
- 204b *Political Participation.* An examination of the place of participation in democratic theory serves as background to a discussion of political participation in advanced industrial societies, particularly the United States. Of particular concern: the impact of restricting or expanding participation on individuals and groups, and on the political system as a whole. M T 8:40-9:50. Ackelsberg.
- [205a *The American Presidency.* An analysis of the roles of the President and of the changing character of the executive branch.]
- 205b *Congress and the Legislative Process.* An analysis of the legislative process in the United States, focused on the contemporary role of Congress in its relations with the Presidency, the federal bureaucracy, and pressure groups. M 12, T W 11. Jahnige.

GOVERNMENT

- 206a *Administration and Policy Development*. The bureaucracy: administrative officials and the determination of public policy with emphasis on the problem of securing responsible government through Congressional supervision, judicial review, and Presidential control. Th F 8:40-9:50. Sisitsky.
- 207a, 207b *Studies in Local Government*. Internship with the Mayor of Northampton involving both practical and theoretical work in local politics. Admission by permission of the Director. Hours to be arranged. Ackelsberg (*Director*).
- 303b *Seminar in American Government*. Topic for 1973-74: Crime, Courts and Justice. M 10-12. Jahnige.
- 304a *Seminar in American Government*. Topic for 1973-74: Marxist Interpretations of American Politics. Green.
- 306a *Seminar in American Government*. Topic for 1973-74: Comparative Legislative Behavior. F 10-12. Sisitsky.
- [308b *Seminar in American Political Parties*.]
- 309a *Seminar in Public Opinion and Pressure Groups*. Topic for 1973-74: Sex and Politics: The Impact of Sex on Power and Influence in Society. T 3-5. Bourque, Grossholtz (Mount Holyoke College).
- 310b *Seminar in Urban Politics*. Topic for 1973-74: Power, Pluralism, and the Public Interest. An examination of theories of power and decision-making in communities. A critical look at the pluralist approach to community power. T 3-5. Ackelsberg.
- [311a *Seminar in American Government*. Policy-Making in the National Government. Open only to members of the Semester in Washington Program. Given in Washington, D.C. To be offered in 1974-75. Robinson.]
- [312a *Semester in Washington Research Project*. Open only to members of the Semester in Washington Program. To be offered in 1974-75. Double credit. Robinson.]

B. COMPARATIVE GOVERNMENT

- 220a *Comparative Politics*. Analysis of various approaches to the comparative study of politics including discussion of such topics as social stratification and political power, bureaucracy, political parties, modernization and revolution. Students will be permitted to concentrate on the application of theory to the study of political systems in which they are most interested. Prerequisite: 100 or permission of the instructor. Th 10, F 10-11:50. Rothman.

GOVERNMENT

- 221b *European Government.* A comparative analysis of the dynamics of political decision-making in England, France, and Germany. M T W 9. Bourque.
- 222b *Government and Politics of the Soviet Union.* An examination of the processes of revolutionary and post-revolutionary change in Soviet society; comparison of the Leninist, Stalinist and post-Stalinist political systems. M T 8:40-9:50. Goldstein.
- 223a *Governments and Politics of the Middle East and North Africa.* The traditional Islamic political system. The transformation of that system into a modern nation-state system under the impact of Westernization, nationalist ideology, and other social and economic forces. The structures and functions of present governments in the area. Internal tensions and conflicts within and the international relations of the region. How the Middle East affects and is affected by the East-West contest for power. M T 8:40-9:50. Divine.
- 224a *Latin American Political Systems.* A comparative analysis of Latin American political systems. Emphasis will be on the politics of development, the problems of leadership, legitimacy, and regime continuity. A wide range of countries and political issues will be covered; however, students will have the opportunity to specialize in the country of most interest to them. M T W 9. Bourque.
- [225a *Government and Politics of Sub-Saharan Africa.* An introductory survey of political, economic, and social factors. Traditional African government, colonial administration and influence, and the impact of modernization. The nationalist movements and political development since independence with emphasis on Ghana, Nigeria, Senegal, Tanzania, and South Africa. Pan-Africanism and the place of Africa in world politics. M T 1:40-2:50. Morris-Hale.]
- [226a *Politics and Government in South Asia.* Theory and practice of political development, primarily in India. Emphasis on the interaction of social structure, political processes, and institutions. The South Asian regional system and the role of the great powers in the area. To be offered in 1974-75. M 10-11:50, T 10. Rowe.]
- [227b *Political Systems of Southeast Asia.* A study of the political systems and foreign policies of Malaysia, Thailand, Indonesia and other countries of Southeast Asia with special emphasis on political cultures, ideas, and attitudes. W F 1:40-2:50 and Th 3 at the option of the instructor. Overstreet.]

GOVERNMENT

- 228a *Government and Politics of China.* Brief treatment of traditional and transitional China, followed by analysis of the political system of the Chinese People's Republic. Discussion will center on such topics as the role of ideology, problems of economic and social change, policy formulation, and patterns of party and state power. M T 8:40-9:50. Goldstein.
- [229b *Government and Plural Societies.* A study of political problems resulting from the existence of ethnic, religious and linguistic minorities in modern states. Political and constitutional status, protection and control; impact of minorities on the political system. Case studies from Great Britain, Canada, New Zealand, India, South Africa, Nigeria, and Israel; and the experience of the League of Nations and the United Nations. M T 1:40-2:50. Morris-Hale.]
- 230a *Human Nature and Politics.* An examination of the various forces, biological, social and cultural, which are responsible for the formation of political attitudes. Emphasis on comparative analysis. Topics will include: political culture and national character, agents of political socialization (education, mass media, family), political leadership, and political alienation. Th 11-12:50, F 12. Rothman.
- 230b *Politics and Social Change.* Theories of social and political change, emphasizing Marx, Weber and contemporary functionalist approaches. Planned social change, the politics of planning and the possible impact of social and cultural changes in advanced industrial societies such as the United States. Prerequisite: one course in comparative government or permission of the instructor. Th 10, F 10-11:50. Rothman.
- 231b *Problems in Political Development.* Topic for 1973-74: The Organization of Power. An examination of the forms of political participation in developed and developing societies with special emphasis upon the circumstances under which political parties emerge. Material will be drawn from political systems in Western Europe, Latin America, Southeast Asia, and the Middle East in an effort to discover the links between levels of political development and mechanisms of political participation. M 10-11:50, T 10. Bourque and Divine.
- 232a *Bureaucracy and the Political System.* An analysis of the role of bureaucracy in maintaining, reforming and in overturning political systems. Models of bureaucracy in developed and developing polities will be examined in an effort to define bureaucracy and to determine its salient characteristics. Emphasis on the functions of bureaucracy in its larger political setting. M T 1:40-2:50. Divine.

- [320b *Seminar in Comparative Government*. Topic for 1974-75: African Modernization. Education, communications and urbanization as factors in the integrative and developmental processes of modern African states. M 3-5. Morris-Hale.]
- 321b *Seminar in Comparative Government*. Topic for 1973-74: Law and the Development of Nations. A comparative study of selected aspects of the relationship between the judicial and the political processes in developing modern states. The introduction of Western legal systems into new nations in Asia and the consequences for nation-building. T 4-6. Rowe.
- 322b *Seminar in Comparative Government: The Soviet Political System*. Analysis of the interaction of political, economic, and social change in the Soviet Union, with emphasis on the post-Stalin period. The nature of dissent and opposition in a one-Party state and the role of elites, particularly intellectuals, in producing change. Prerequisites: 220a with work in the Soviet system, or 222a, or another course in Soviet politics or Russian history. Hours to be arranged. Hollander.
- 323b *Seminar in Comparative Government*. Topic for 1973-74: Law, Justice, and Politics. A study of the relationship between law and justice through an examination of criminal procedures in general and such substantive topics as capital punishment. A number of modern legal systems will be compared in an effort to relate the differences among them to the larger social context in which they operate. Th 4-6. Rothman (Government) and Smith (Philosophy).
- 324a *Seminar in Comparative Government*. Topic for 1973-74: The Military in Politics. An inquiry into the role of the professional soldier in a variety of political contexts, using the basic theme of comparative political development, and considering such questions as the place of the military in society, different types of military political participation, and the effects of direct military rule. Cases from Latin America, Africa, Asia, the Soviet Union, China, the United States. Hours to be arranged. Goldstein.
- [325b *Seminar in Comparative Government: Communist Political Systems*. Theoretical approaches to the comparative study of Communist political systems; analysis of political institutions and behavior. Prerequisite: a course on Soviet or Chinese politics, or on modern Russian, Chinese, or Central European history.]

GOVERNMENT

C. INTERNATIONAL RELATIONS

240a is suggested preparation for all other courses in this field.

- 240a *International Politics*. The context, practices, and problems of international politics. W Th F 12, and Th 11 at the option of the instructor. Overstreet.
- 240b *International Organization*. The role and function of international organizations, both universal and regional, in international relations. W Th F 10. Robertson.
- 241a *International Law*. The function of law in the international community with special reference to the relation of law, politics, and social change. W F 1:40-2:50. Rowe.
- 242a *Foreign Policy of the United States since 1898*. The growth of principles and practices of diplomacy from the emergence of the United States as a great power to the present. W Th F 10. Robertson.
- 242b *Foreign Policy of the United States*. Concepts for analysis of internal and external factors in the making of foreign policy decisions and for control over the instruments of policy. Evaluation of the role of the United States in the international political system, with attention to recent literature on the period of the Cold War. W Th F 10. Rowe.
- [243b *Soviet Foreign Policy*. Continuity and change in Soviet foreign policy since 1917, with emphasis on the post-Stalin period.]
- [244b *Diplomacy*. The nature, function and style of the diplomatic services of selected Great and Small Powers. The theory and practice of international bargaining, negotiation and decision-making in bilateral and multilateral conferences from Versailles and the summit conferences during and after the Second World War to the European Common Market. W Th F 12, and Th 11 at the option of the instructor. Overstreet.]
- 340a *Seminar in International Politics*. Topic for 1973-74: The Politics of International Economic Relations. The reciprocal effects of international political and economic relationships, with attention to the breakdown of the nineteenth-century world order and attempts to reconstruct and change it since World War II. Th 4-6. Robertson.
- 341a *Seminar in International Politics*. Topic for 1973-74: The United States and Asia. Selected topics on the role of the United States in Asian political, economic, and cultural change in the context of international politics since 1945. Th 4-6. Rowe.

- 342a *Seminar in International Politics.* Topic for 1973-74: The Politics of European Integration. M 3-5. Overstreet.
- 343b *Seminar on the Foreign Policy of the Chinese People's Republic.* The development and formulation of China's foreign policy, its ideological basis, and the instruments of its implementation. Goldstein.
- [344a *Seminar in International Politics.*]

D. POLITICAL THEORY

- 260a *Ancient and Medieval Political Theory.* Greek, Roman, Judaic-Christian, and barbarian foundations of the Western political tradition. The approach to the material will be both historical and analytical. W Th F 12 and Th 11 at the option of the instructor. Kenyon.
- 260b *History of European Political Theory, 1500-1800.* An analytical and critical consideration of major theorists and concepts from Machiavelli through Burke, including such topics as political power and political right; the political implications of religio-ethical diversity; the principle and the problems of popular sovereignty; the philosophical justification of liberty and equality; revolutionary republicanism, conservatism, and the question of man's capacity to create and control political systems. W Th F 12, and Th 11 at the option of the instructor. Kenyon.
- 261a *Political Theory of the Nineteenth and Twentieth Centuries.* Marx, Mill, Hegel, and others who have contributed to the development of political thought in the nineteenth and twentieth centuries. Emphasis will be on a systematic examination of the important criticisms and defenses of liberal democracy. T Th 1:40-2:50, and W 3 at the option of the instructor. Green.
- 261b *Problems in Democratic Thought.* A consideration of such topics as majority rule, the role of minorities, the nature and function of public opinion, centralism and decentralism, obligation and disobedience. The emphasis will be on contemporary arguments about these problems. Prerequisite: 100, 260b or 261a, or the equivalent. Green.
- 262b *American Political Thought.* The evolution of the principles and practice of liberal democracy. American ideas concerning politics and government from the colonial period to the present. W Th F 10, and F 11 at the option of the instructor. Kenyon.

GOVERNMENT

- 264 *Selected Topics in Political Theory.* An intensive study of selected theorists and themes in political theory. For honors students majoring in government. Open to government honors students and majors, and to other qualified students by permission of the instructor. M 3-5 and one hour to be arranged. Weinstein.
- [360b *Seminar in Contemporary Political Thought.* Kenyon.]
- [361a *Seminar in Political Theory.*]
- 361b *Seminar in American Political Thought.* Topic for 1973-74: Ideologies in Transition. Exploration of changes in political ideas and attitudes in America, 1607-1780. Emphasis on the emergence of equalitarian and libertarian concepts, on the consequent problem of defining the proper relationships of individual, group and public interests, and on efforts to implement the ideology of the Declaration of Independence in the early period of the American Revolution. W 7:30. Kenyon.
- 362b *Seminar in Political Theory.* Topic for 1973-74: Nietzsche and the Crisis in Political Theory. Selected topics on the philosophy of Nietzsche with special emphasis on the attack on reason and rationality in his writings. T 3-5. Weinstein.
- 363b *Seminar in Political Analysis.* An intensive consideration of issues in the method and philosophy of political science, such as the fact-value problem, the place of ideology in political science, and the use of scientific methods to study politics. Green.
- 364a *Seminar in Systematic Political Theory.* The intensive study of a few selected problems in the methodology of political science. Topics will vary from year to year but will be chosen from the following, among others: systems analysis, aggression and violence, political power and authority, and such normative concepts as "justice" and the "public interest." Emphasis will be on the examination of the relationship between the empirical analysis and the moral evaluation of political systems and public policy. Th 4-6. Rothman.
- 365b *Mathematical and Statistical Applications in Political Science (seminar).* An advanced seminar for those interested in the statistical and mathematical techniques used in contemporary political analysis and theory building. Readings include examples of recent works in quantitative analysis and mathematical models of political behavior along with the explanations of the statistics and mathematics upon which these works are based. Prerequisite: Social Science 190a or permission of the instructor. T 3-5. Bedlington.

GOVERNMENT

380a, 380b *Directed Reading*. Independent study required of all senior government majors and honors candidates for one semester only. The course provides opportunity for reading which combines a focus on a topic or problem in political science of special interest to the student with a broad range of approaches and methods of inquiry related to that topic. Initial bibliographies must be approved by the Director and at the end of the semester students will submit annotated bibliographies or an analytical essay. Students who feel that they have already satisfied this requirement through comparable work should petition the department for an exemption. Rowe (*Director*).

381, 381a, 381b *Special Studies*. Admission by permission of the department for majors.

HISTORY AND SOCIAL SCIENCE 395b. *Interdepartmental Seminar in Economics, Government, History, and Sociology*. Topic for 1973-74: Women and Social Change. The role of women in traditional, developing, industrial, and revolutionary settings. Involvement of women in work, family, religion, and politics. Analysis of the factors that inhibit or promote changes in the position of women. Admission by permission of the instructors. McFarland (Economics), Fowlkes (Sociology and Anthropology), and Ackelsberg (Government).

[400 *Graduate Seminar in American Government*.]

[420 *Graduate Seminar in Comparative Government*.]

[440 *Graduate Seminar in International Relations*.]

[460 *Graduate Seminar in Political Theory*.]

THE MAJOR

Advisers: Ackelsberg, Bourque, Divine, Goldstein, Jahnige, Kenyon, Overstreet, Rothman, Rowe, Weinstein.

Adviser for the Junior Year Abroad Program: Overstreet.

Director of the Semester in Washington Program: Robinson.

Based on 100 or, in exceptional circumstances, on an equivalent course or courses approved by the Chairman.

Requirements:

1. Ten semester courses, including the following:
 - a. 100; 380a or 380b, to be taken in the senior year;

GOVERNMENT

- b. One course in each of the following fields: American Government, Comparative Government, International Relations, and Political Theory;
 - c. Three additional courses in Government.
2. One examination: a comprehensive examination in the discipline of political science.

Majors may spend the junior year abroad if they meet the College requirements.

The Semester in Washington Program is a first-semester program open to junior and senior government majors. It provides students with an opportunity to study processes by which public policy is made and implemented at the national level.

Applications for enrollment should be made through the Director of the Semester in Washington Program no later than November 15 of the preceding year. Enrollment is limited to eight students and the program is not mounted for less than six.

Before beginning the semester in Washington the student must have completed satisfactorily at least one course in American national government at the 200-level, selected from the following courses: 200a, 201a or b, 202a, 205a or b, 206a. In addition, a successful applicant must show promise of capacity for independent work. An applicant should have had five courses for at least one semester (unbalanced by a three-course semester) preceding the semester in Washington, and have an excess of four hours credit on her record.

Twelve hours of academic credit are granted for satisfactory completion of the Semester in Washington Program: four hours for a seminar in policy-making (Government 311a); and eight hours for an independent research project (Government 312a), normally culminating in a long paper. Before leaving Smith College in May preceding her semester in Washington, the student is required to submit a preliminary plan for her independent research project. The long paper is due no later than the end of the second week in January immediately following the semester in Washington.

No student may write an Honors paper in the same field in which she has written her long paper in the Washington seminar, unless the Department of Government, upon petition, grants a specific exemption from this ruling.

The program is directed by a member of the Smith College Faculty, who is responsible for selecting the interns and assisting them in obtaining placement in appropriate offices in Washington, conducting the seminar in Washington, and directing the independent research project through tutorial sessions.

Students participating in the Semester in Washington Program pay full tuition for the semester. (They do not pay any fees for residence at Smith College, but are responsible for their own room and board in Washington.)

GOVERNMENT

The Washington Summer Internship Program is conducted by the Department of Government to provide students with an opportunity for exposure to the practical realities of national government and political life. Interns are assisted in finding jobs in Washington in the offices of congressmen or senators, in federal agencies, or with lobbying or research organizations. They also participate in seminars led by prominent legislators, bureau chiefs, judges, journalists, and military figures, among others. Applications, which are due November 15, are invited from juniors majoring in government or economics, and from other students who have done course work in American government. Academic credit is not given for the summer internship program.

HONORS

Director: Goldstein.

Based on 100 or, in exceptional circumstances, an advanced course approved by the student's Director of Honors.

Requirements:

1. A total of eight semester courses, including
 - a. 264 (*Selected Topics in Political Theory*) or two courses in political theory.
 - b. Three courses which constitute a broad subject matter area within which the senior thesis topic falls and upon which the oral examination will be based. The choice of these courses should be made with a view to demonstrating the student's ability to relate her thesis topic to the wider concerns of political science or social science generally. These three courses need not be in a single "field" of government as described in the catalogue.
 - c. 380a or 380b (*Directed Reading*), ordinarily to be taken in the senior year.
 - d. A senior thesis to count for two courses in the first semester of the senior year and to be submitted on the first day of the second semester.
2. Two examinations: a written comprehensive examination in political science and an oral examination based on the thesis and the field in which it was written, both to be taken in the second semester of the senior year.

HEBREW

See Religion and Biblical Literature, p. 194.

HISPANIC STUDIES

PROFESSOR:	JOAQUINA NAVARRO, PH.D., <i>Acting Chairman</i>
ASSOCIATE PROFESSORS:	ERNA BERNDT KELLEY, PH.D. †ALICE RODRIGUES CLEMENTE, PH.D., <i>Chairman</i>
ASSISTANT PROFESSORS:	CHARLES MANN CUTLER, JR., PH.D. HOWARD BLAKELY WESCOTT, PH.D.
INSTRUCTOR:	ANTHONY T. ALLEGRO, M.A.

The following preparation is recommended for students who intend to take the Spanish or Hispanic-American major: courses in Classics, either in the original or in translation; courses in other European literatures and history; a reading knowledge of another foreign language.

PORTUGUESE

- 120 *Elementary Portuguese.* Prerequisite: two years of Spanish or permission of the instructor. M T 2, W 3. Cutler.
- [220a *Masterpieces of Portuguese Literature.* Prerequisite: 120.]
- 224a *Readings in the Modern Literature of Portugal and Brazil: The Novel.* Prerequisite: 120. M T W 9. Cutler.
- 224b *Readings in the Modern Literature of Portugal and Brazil: The Modernist Movement in Poetry.* Prerequisite: 120. M T W 9. Cutler.
- [226b *Masterpieces of Brazilian Literature.* Prerequisite: 120.]
- [321b *Eça de Queiroz.* The evolution of his novelistic technique and his role as a social critic. Prerequisite: 220a.]
- [326a *The Modern Brazilian Novel.* A study of the development of the Brazilian novel from the appearance of *Os Sertões* to the present, with emphasis on the outstanding writers of the Northeast. Prerequisite: 226b.]

SPANISH

- 100D *Elementary Course.* Three semesters' credit. Six class hours as follows: M T W 9, W Th F 10. Allegro and Kelley.
- 101 *Elementary Course.* M 10-11:50, T 10; M T 12, W 11; W Th F 10. Members of the Department.
- 102 *Intermediate Course.* Review of grammar and reading of modern prose. Prerequisite: two entrance units or 101. M T 12, W 11; W Th F 12. Members of the Department.

HISPANIC STUDIES

- 103a *Grammar, Composition, and Reading.* Discussion of modern Spanish short stories, novels, and poetry. Prerequisite: three entrance units. T Th 2, W 3. Members of the Department.
- 104b A continuation of 103a. Reading and discussion of contemporary theatre. Prerequisite: 103a. M T W 9. Members of the Department.
- 200a *Advanced Conversation and Composition.* Intensive oral and written work on cultural topics and problems related to the Spanish-speaking world. Prerequisite: four entrance units or 100D or 102 or 103a. M 10-11:50, T 10. Navarro.
- [210b *Translation Course.* For students who need practice in translation for other disciplines. Prerequisite: 100D or its equivalent.]
- 212a *Reading of Modern Novels, Plays, and Poetry.* Topic for 1973-74: Love and Lust. Prerequisite: four entrance units or 100D or 102 or 103a. M T W 9. Wescott.
- 212b *Reading of Modern Novels, Plays, and Poetry.* Topic for 1973-74: The Disasters of War. Prerequisite: 212a or permission of the department. M T W 9. Wescott.
- 215a, 215b *Literary Currents in the Hispanic World.* An introduction to literary movements and genres from the Middle Ages to the present. Prerequisite: four entrance units or 100D or 102 or 103a. M T 12, W 11. Cutler.
- 216a, 216b *Readings in Modern Hispanic-American Literature.* Prerequisite: four entrance units; or 100D or 102 or 103a. T 11-12:50, W 11. Navarro.
- The prerequisite for the following Spanish courses is 212a and 212b, 215a and 215b, or 216a and 216b.
- 300b *The Teaching of Spanish.* Problems and methods in the teaching of the Spanish language; practice teaching. Enrollment limited by number of practice teaching positions available locally. Preference will be given to seniors. Hours to be arranged. Allegro.

THE FORMATIVE PERIOD

- [330a *The Epic Tradition: Poems, Chronicles, and Ballads.* A study of the continuity of Spanish epic themes from the *Cantares de gesta* to the *Romancero*.]
- 331a *The Structure of the Spanish Middle Ages in Literature.* The legacy of the Moorish, Jewish, and Christian traditions. Hours to be arranged. Kelley.

HISPANIC STUDIES

- [332b *Seminar: El Libro de buen amor and La Celestina.* A study of medieval and pre-Renaissance themes.]

THE IMPERIAL PERIOD

- 340b *Cervantes: The Birth of the Modern Novel.* T 3-4:50, Th 3. Kelley.
- [343b *Lyric Poetry: Renaissance and Baroque.* The development of Spanish lyric poetry from Garcilaso and Boscán to Góngora and his followers. Alternates with 347a.]
- [344a *Ideological Framework of the Imperial Age.* An analysis of the main currents of thought in sixteenth-century Spain, and their influence on life and literature.]
- [345a *Techniques of the Novel in the Golden Age.* Studies in the prevalent genres: chivalric, sentimental, pastoral, Byzantine, picaresque.]
- 347a *Golden Age Drama: Juan del Encina to Calderón.* The development of the drama from the latest medieval examples to the *autos sacramentales* of Calderón. Alternates with 343b. T 3-4:50, Th 3. Kelley.
- [350b *The Literary Life of Colonial Hispanic-America.* The conflict between artistic attitudes and European influences that shaped the character of Hispanic-American letters.]

THE MODERN PERIOD

- 360a *Romanticism and the Revival of the Spanish Past.* Aspects of the re-creation of old legendary and historical material. Hours to be arranged. Navarro.
- 362b *Seminar: The Hispanic and the Universal in the Novels of Galdós.* An analysis of Galdós' complex integration of Spain's history and character with the more intimate conflicts of man. M 3-4:50. Navarro.
- [363b *Realism in Spain: The Image of the Regions.* Regionalism as an original Spanish contribution to the nineteenth-century novel.]
- [364b *Tradition and Dissent: The Generation of '98.* The problem of Spain as seen in the writings of the forty years preceding the Spanish Civil War with special emphasis on the modern essay. Alternates with 366b.]
- [365a *New Directions in the Twentieth-Century Novel.* A study of the important novelists of the twentieth century in the light of their formal innovations and their artistic, philosophical, and social preoccupations.]

HISPANIC STUDIES

- 366b *The Heritage of Modernism: Twentieth-Century Poetry.* Readings in twentieth-century poetry; a study of trends, schools, and movements. Alternates with 364b. Hours to be arranged. Wescott.
- 367a *Seminar on the New Drama: Themes and Trends.* Contemporary developments in Spanish drama from García Lorca to Arrabal. Hours to be arranged. Allegro.
- 370a *Seminar: Hispanic-American Society in the Novel.* Fuentes, Vargas Llosa, García Marquez, and others. Hours to be arranged. Cutler.
- 371b *Currents in Modern Hispanic-American Poetry.* Nineteenth- and twentieth-century Hispanic-American poetry. Hours to be arranged. Navarro.
- 380a, 380b *Special Studies in the Formative Period.* By permission of the department for senior majors and honors students.
- 382a, 382b *Special Studies in the Imperial Period.* By permission of the department for senior majors and honors students.
- 384a, 384b *Special Studies in the Modern Period.* By permission of the department for senior majors and honors students.
- 386a, 386b *Special Studies in Hispanic-American Literature.* By permission of the department for senior majors and honors students.
- 388a, 388b *Special Studies in Language Teaching.* Admission by permission of the department for seniors.

GRADUATE

Students who wish to do graduate work in the department are expected to have a knowledge of Latin.

Adviser: Kelley.

400 *Research and Thesis.* (May be taken for double credit)

[402a, 402b *History of the Spanish Language.* Navarro.]

410a, 410b *Spanish Bibliography and Literary Methods.* Kelley.

440a *Studies in Contemporary Spanish Literature.* A detailed examination of the main currents of Spanish contemporary literature emphasizing stylistic analysis.

HISPANIC STUDIES

- 460a *Studies in the Golden Age.* Traditionalism, Renaissance, Catholic Reformation: artistic and ideological problems, in reference to specific authors, works, and periods.
- 480a, 480b *Advanced Studies in Spanish Literature.* Arranged in consultation with the adviser of graduate study on subjects such as poetry of the Golden Age, Cervantes, Tirso and the Spain of his epoch, and prose of the eighteenth, nineteenth, and twentieth centuries.

THE MAJORS

Adviser for Hispanic Studies and for Hispanic-American Studies: Cutler.

HISPANIC STUDIES

Basis: 212a and b, or 215a and b, or 216a and b.

Requirements: Nine semester courses, including the basis, of which six must be above the intermediate level. Students majoring in Hispanic Studies are expected to elect courses in each of the periods, i.e., in the Formative, the Imperial and the Modern.

An examination of competence or an integrating paper.

HISPANIC-AMERICAN STUDIES

Two programs are offered:

Program I: for students particularly interested in literature.

Basis: 212a and b, or 215a and b, or 216a and b.

Requirements: Nine semester courses, including the basis, of which six must be above the intermediate level and include 350b and 370a or 371b. Courses dealing with Brazilian literature may also be counted in the major.

Students electing this major are strongly urged to elect courses also in other departments dealing with Hispanic-American problems.

An examination of competence or an integrating paper dealing with Hispanic-American literature.

Program II: for students interested in fields other than literature.

Basis: History 257a, and History 255b or 256b.

Requirements: Hispanic Studies 216a and b or two courses from 350b, 370a and 371b; five semester courses (on the intermediate or advanced level), to be selected from art, economics, geography, government, hispanic studies, history, sociology and anthropology, dealing with problems in or related to Hispanic-America.

An examination of competence or an integrating paper.

HISPANIC STUDIES

HONORS

Director: Wescott.

HISPANIC LITERATURE

Requirements: Those of the Hispanic Studies major. The program must include a minimum of two seminars, and courses from the Formative, the Imperial and the Modern Periods. The student's honors work will culminate in a long paper normally to be written during the first semester of the senior year.

Examinations: An integrating honors examination and an oral examination.

HISPANIC-AMERICAN LITERATURE

Requirements: Those listed under Program I of the Hispanic-American Studies major. Minimum of one seminar and one Special Studies. A long paper normally to be written during the first semester of the senior year.

Examinations: An integrating honors examination and an oral examination.

HISPANIC-AMERICAN AREA STUDIES

Students will plan their honors program with the Director of Honors in consultation with members of the departments concerned with Hispanic-American problems.

Requirements: Those listed under Program II of the Hispanic-American Studies major. The program must include a minimum of two seminars. At least one course or seminar dealing with Hispanic-American problems in each of the participating departments, *i.e.*, in Economics, Government, Hispanic Studies, History, and Sociology and Anthropology. A long paper dealing with a problem or problems relating to at least two of the departments participating in the program, normally to be written during the first semester of the senior year.

Examination: An integrating honors examination.

HISTORY

PROFESSORS:	THOMAS CORWIN MENDENHALL, B.LITT., PH.D., LL.D. L.H.D. †KLEMENS VON KLEMPERER, PH.D. *CHARLES WHITMAN MACSHERRY, PH.D. **LOUIS COHN-HAFT, PH.D. NELLY SCHARGO HOYT, PH.D. **STANLEY MAURICE ELKINS, PH.D. ROBERT MITCHELL HADDAD, PH.D., <i>Chairman</i>
ASSOCIATE PROFESSORS:	JOAN M. AFFERICA, PH.D. ALLEN WEINSTEIN, PH.D. R. JACKSON WILSON, PH.D. LESTER K. LITTLE, PH.D.
ASSISTANT PROFESSORS:	HOWARD ALLEN NENNER, LL.B., PH.D. NEAL E. SALISBURY, PH.D.
INSTRUCTORS:	DAVID CLAY LARGE, M.A. MARY LYNN McDUGALL, M.A.
LECTURERS:	² PETER BOROWSKY, DR. PHIL. LESLIE J. BURLINGAME, PH.D. EMILIA VIOTTI DA COSTA, PH.D. ² MARY-ELIZABETH MURDOCK, PH.D. ² JOHN RATTÉ, PH.D. ² PAUL HAROLD SETON, M.D. JOACHIM W. STIEBER, M.A.

Introductory and intermediate courses are available to all students. Those who are considering a major or advanced work in history are encouraged to enroll in History 100a and 100b or 101b. The "300 courses" are intended primarily for upperclassmen. Students planning to honor in history should consult the special regulations. A reading knowledge of foreign languages is recommended, especially for students planning to major in history.

INTRODUCTORY COURSES

- 100a *Ideas and Institutions in European History, 350-1600.* The rise of a distinctive Latin Christian (medieval) society in western Europe; the emergence of new cultural ideals in Renaissance Italy; religion and politics in the Age of the Reformation. Lec. M T 2; dis. T W 9, T 3-5, T 4-6, W 2-4, W 7:30, Th 4-6. Little (*Director*).

HISTORY

- 100b *Selected Topics in History since 1600.* Pro-seminar meeting: two hours per week. 100a is not a prerequisite. All sections meet T 5 in addition to time noted below. Little (*Director*). Topics for 1973-74:
- A. *War and Society in Europe, 1648-1914.* F 10-11:50. Hoyt.
 - B. *Europe and the World in the Seventeenth and Eighteenth Centuries.* T 3-5. Mendenhall.
 - C. *The Emergence and Development of the Modern State in Europe from the Seventeenth to the Mid-twentieth Century.* W 2-4. Afferica.
 - D. *European Society in the Seventeenth Century.* Th 4-6. Nenner.
 - E. *Revolution and Counter-Revolution in Europe, 1789-1933.* T 3-5. McDougall.
 - F. *Revolution and Counter-Revolution in Europe, 1789-1933.* M 3-5. Large.
 - G. *Revolution and Counter-Revolution in Europe, 1789-1933.* T 11-12:50. Large.
 - H. *Revolution and Counter-Revolution in Europe, 1789-1933.* F 10-11:50. Ratté.
 - I. *Modernization of a Non-Western Society: Japan.* W 2-4. MacSherry
- 101a *Problems in Greco-Roman History.* A study of classical civilization between the formation of the Greek city-states and the decline of the Roman Empire. Lec. W Th 10; sect. F 10-11:50. Cohn-Haft and members of the Department.

INTERMEDIATE COURSES

- [201a *The Ancient Near East.* Introduction to the history and modern study of the earliest civilizations of the Near East, from the Sumerians and the Old Kingdom in Egypt to the Persian Empire. Cohn-Haft.]
- 202a *Classical Greece.* W Th F 12. Cohn-Haft.
- [203b *The Roman Republic.* Cohn-Haft.]
- 204a *The Roman Empire.* W F 1:40-2:50. Cohn-Haft.
- 212a *Latin Christian Society, 300-1100.* The formation of Latin Christendom out of its Roman, Germanic, and Christian elements. M 12, T 11-12:50. Little.
- 213b *Latin Christian Society, 1000-1300.* The formation of the basic structures of pre-industrial Europe: cities, markets, roads, buildings, universities, monarchies, "estates," parliaments, and the various forms of religious life. M 12, T 11-12:50. Little.

HISTORY

- 216a *The Islamic Middle East to the Fifteenth Century.* The emergence, development and decline of medieval Islamic civilization. W Th F 10. Haddad.
- [217a *East Asia to 1800.* The formation of a distinctive civilization in China; its extension and modification in China and Japan and other areas of East Asia. MacSherry.]
- 221a *Europe from 1300 to 1530 and the Civilization of the Renaissance in Italy.* Latin Christian society during the fourteenth and fifteenth centuries with emphasis upon the theory and practice of government in church and state. The formation of new cultural ideals in Renaissance Italy, set against the background of traditional Latin Christian (late medieval) civilization. Open to freshmen by permission of the instructor only. M T W 9. Stieber.
- 222b *Europe from 1475 to 1610: the Age of the Reformation and the Transition to Early Modern Times.* Latin Christian society on the eve of the Reformation; humanism north of the Alps; religion and politics in the Age of the Reformation. Open to freshmen by permission of the instructor. M T W 9. Stieber.
- 223a *England under the Tudors and Stuarts.* Political, social, and intellectual history of England in the sixteenth and seventeenth centuries. W Th F 12, Th 11 at the option of the instructor. Nenner.
- [224a *France from 1559 through the French Revolution.* Hoyt.]
- 225a *The Age of Monarchy and Revolution.* A comparative analysis of political, social and economic problems of continental Europe from the end of the Thirty Years' War to the French Revolution. Open to freshmen by permission of the instructor only. Th F 8:40-9:50. Hoyt.
- 226a *Russia from the Kievan Period to 1801.* W Th 10, F 10-11:50. Afferica.
- 227b *The Enlightenment: Intellectual History of Eighteenth-Century Europe.* To be taught at Amherst, Spring 1974. Th F 2-3:30. Hoyt.
- 231a *Modern European History, 1830-1914.* The triumph and failure of nineteenth-century bourgeois liberalism; the politics and culture of anti-liberal mass movements in *fin de siècle* Europe; the domestic origins of imperialism and world war. M T W 9. Large.
- [232b *Modern European History.* Conflicts and revolutions in Europe in the twentieth century; prelude to war, war and peace, 1904-1919; Communist and Fascist revolutions; democracies in crisis; successes and failures of internationalism; World War II; postwar Europe.]

HISTORY

- 233b *Modern Britain*. Political, social, and intellectual history of Britain from 1689-1850. W Th F 12, Th 11 at the option of the instructor. Nenner.
- [234a *France since Napoleon*.]
- [235b *Germany since 1870*.]
- [236b *Central Europe since 1815*. The Habsburg monarchy and its successor states. Problems of a multinational area in an age of nationalism; the interaction between this area and the great powers. Open to freshmen by permission of the instructor only. von Klemperer.]
- 237b *Russia since 1801*. W Th 10, F 10-11:50. Afferica.
- 242b *Intellectual History of Europe in the Nineteenth Century*. Focus on three broad currents: the Romantic reaction to the Enlightenment tradition and the French Revolution; the mid-century vogue of positivistic and rationalistic social theory, as well as cultural realism; and the revolt against positivism which began in the 1890s. M T W 9. Large.
- [243a *The Culture of Europe between the Two World Wars*. The Great Illusions: the Wilsonian and Marxist Visions; Europe between Normality and Crisis; the Culture of the Twenties and Thirties; the Problems of Totalitarianism; Appeasement and the Road to World War II. von Klemperer.]
- 251b *The Islamic Middle East since the Fifteenth Century*. The Ottoman and Safavid Empires and their modern successor states; the transformation of traditional institutions under the impact of the West. W Th F 10. Haddad.
- 253b *East Asia since 1800*. The period of internal transformation and extensive Western influence. Open to freshmen by permission of the instructor only. M 3-5. MacSherry.
- 255b *Latin America since Independence*. Analysis of its political, economic and social history. M 10-11:50, T 10. Da Costa.
- [256b *Mexico and the Hispanic-Indian Republics*.]
- [257a *Hispanic America in the Colonial Period*.]
- 261a *The Colonial Experience in North America*. Social, cultural, and political developments in the British colonies to the eve of the American Revolution. W Th F 10. Salisbury.
- [262b *The United States in the Early National Period*. Elkins.]
- 264a *History of the South since the Civil War*. Th F 8:40-9:50. Elkins.

HISTORY

- 265a *Nineteenth-Century America, 1840-1900.* Patterns of nineteenth-century United States development. Topics include Jacksonian society, slavery, westward expansion, ante-bellum religion and reform, Civil War and Reconstruction, Indian policy, industrialization, urban growth, immigrant culture, agrarian and middle-class reform movements and imperial expansion. M T 1:40-2:50. Weinstein.
- 266b *Problems in United States Social History.* Social change in the past century and a half, as reflected in the family, sex roles, ethnicity and race relations, communities and cities, social structure, conflict, efforts at reform and control. W Th F 10. Salisbury.
- 267b *The United States in the Twentieth Century.* Lectures and discussion groups. Topics include the Progressive era, business civilization in the 1920s, American society and the Great Depression, the United States as a global power, and post-war American society. M T 1:40-2:50. Weinstein.
- 273a *Intellectual History of the United States: 1620-1860.* M 12, T 11-12:50. Wilson.
- 274b *Intellectual History of the United States: 1860 to the present.* M 12, T 11-12:50. Wilson.
- 281a *European Social and Economic History.* Industrialization, urbanization, and social change, 1780-1850. M 10-11:50, T 10. McDougall.
- 282b *Europe as an Industrialized Society, 1851-1919.* The second industrial revolution, urban decay and renewal. The new middle class, imperialism, and the economic and social impact of World War I. M 10-11:50, T 10. McDougall.
- 285b *American Economic History: 1870-1950.* The rise of industrialism in the United States, and the response to it. Analysis of American economic development, the problems it created, and the ways in which Americans have tried to cope with these problems. Recommended background: Economics 110a or 110b. W F 2, Th 3. Aldrich (Economics).

COLLOQUIA

Reading and discussion courses with enrollment limited to twenty students.

- 301a, 301b *Special Studies.* By permission of the department, for qualified upper-classmen.
- [322a *History and Historians.* A study of great historians and the development of historical thought. Hoyt.]
- [332a *Themes in English History since 1485.* Nenner.]

HISTORY

- [334b *Modern Imperialism.*]
- [336b *Intellectual History of Europe in the Twentieth Century.* von Klemperer.]
- [337b *The History of Women.*]
- 345b *Modern Germany.* Topic for 1973-74: Adolf Hitler and the Third Reich. Th 4. Borowsky.
- [360a *Colonial America.* Alternates with 261a.]
- [361a *Problems in American Political Development.*]
- [362b *The United States since 1945.* Weinstein.]
- 363b *A Psychoanalytical Dimension in Cultural History.* Psychoanalytical theory and its application to European and American culture in various time periods. Prerequisite: two semester courses in European and/or American history. W 7:30. Seton, Little.
- 381a, [381b] *The Teaching of History and the Social Sciences.* A course for prospective teachers of history and social studies at the secondary level. Classroom procedure and curriculum in secondary school history and related subjects; organization and presentation of subject matter. Two class hours with observation and directed intern teaching. Recommended background: Education 232b. Admission by permission of the instructor. M 3-4:50. Ducharme (Education).
- 386a *Topics in Comparative History.* Topic for 1973-74: The Victorian Century in England and the United States, 1820-1920. W 2-4. Nenner, Wilson.
- HISTORY OF SCIENCE 395a *The Concept of Nature from the Pre-Socratics to Newton.* M T 1:40-2:50, Th 2 at the option of the instructor. Burlingame.
- HISTORY OF SCIENCE 396b *Science from Newton to 1900.* The role of the biological and physical sciences in shaping the modern world view. M T 1:40-2:50, Th 2 at the option of the instructor. Burlingame.

SEMINARS

- [303b *Problems in Greek History.* Cohn-Haft.]
- 311b *School and Society in the Latin West, 400-1400.* The connection between educational programs – ideal and actual – and the societies in which they appeared, from late antiquity to the early modern era. M 3-5. Little.
- [313a *Problems in Franciscan and Dominican History.* The lives of St. Francis and St. Dominic and the ways these were treated in literature and painting from the early thirteenth to the mid-fifteenth centuries. Little.]

HISTORY

- 324b *Topics in European History, 1300-1600.* Topic for 1973-74: State and Church in the Age of the Reformation. T 3-5. Stieber.
- 325b *The Expansion of Europe Overseas, 1500-1789.* M 7:30. Mendenhall.
- 327a *The Enlightenment and the Encyclopédie.* Th 11-12:50. Hoyt.
- [328b *Problems in the French Revolution.* Hoyt.]
- 341a *Modern Europe.* The literary intellectual in twentieth-century Europe. Problems of social and political change as seen in selected prose works by Robert Musil, Thomas Mann, Roger Martin du Gard, André Gide, and Ignazio Silone. M 3-5. Large.
- [343b *Topics in British History.* Nenner.]
- 347b *Topics in European Social History.* Topic for 1973-74: Poverty, crime and the working class in the nineteenth century. Methodological problems raised by the use of literary-impressionistic and demographic-statistical evidence will be emphasized. M 3-5. McDougall.
- 348b *Topics in Russian History.* Th 4-6. Afferica.
- [349b *Topics in European Intellectual History.*]
- [351b *Problems in the History of the Islamic Middle East.* Haddad.]
- [353b *Topics in the History of East Asia.* MacSherry.]
- [355b *Problems in the History of Latin America.*]
- [357b *Comparative Slave Systems in the Americas.*]
- 358a *Change and Continuity in Brazilian Society.* M 10-11:50. Da Costa.
- [373a *The American Revolution.*]
- 374b *Problems in United States Intellectual History.* T 3-5. Wilson.
- [375b *United States Foreign Policy.*]
- 376a *Antebellum America: The South and the Nation, 1830-1860.* Th 4-6. Elkins.
- [377a *The United States in the Gilded Age.* Social and economic change cultural life, and political themes in late nineteenth-century America. Weinstein.]
- 378b *An Introduction to Archives: Their Character, Management, and Use.* M 7:30-9:30. Murdock.
- 379a *Problems in United States Social History.* Social structure and mobility, the family, women and men, ethnic groups. W 7:30. Salisbury.
- 385b *Topics in Comparative History.* Topic for 1973-74: The Cold War Era in Trans-Atlantic Perspective: Society and Politics in England and the United States since 1945. M 3-5. Weinstein.

HISTORY

388a *Problems of Inquiry*. Introduction to the method of historical research, analysis and writing. For honors students. Th 4-6. Members of the Department. For 1973-74: Afferica.

389b *Nature and Meaning of History*. Inquiry into philosophical questions that underlie historical study. Required of seniors in History honors. W 2-4. Members of the Department. For 1973-74: Stieber.

HISTORY AND SOCIAL SCIENCE 395b. *Interdepartmental Seminar in Economics, Government, History, and Sociology*. Topic for 1973-74: Women and Social Change. The role of women in traditional, developing, industrial, and revolutionary settings. Involvement of women in work, family, religion, and politics. Analysis of the factors that inhibit or promote changes in the position of women. Admission by permission of the instructors. McFarland (Economics), Fowlkes (Sociology and Anthropology), and Ackelsberg (Government).

[HISTORY OF SCIENCE 397b *The Scientific Revolution: 1600-1800*. The influence of theology and philosophy on the history of science. Topics include the role of teleology and natural theology in the development of astronomy, geology, and biology, and the interrelations of science and religion. Burlingame.]

GRADUATE COURSES

400a, 400b *Research and Thesis*.

401a, 401b *Special Problems in Historical Study*. Arranged individually with graduate students.

[421a *Problems in Early Modern History*.]

431b *Problems in Modern European History*. W 2-4. Nenner.

461a *Problems in American History*. Topic for 1973-74: Selected problems in historiography; Colonial society and politics, background to the American Revolution, women and the family, nineteenth-century society, Afro-American and American Indian cultures. Th 4-6. Salisbury.

THE MAJOR

Advisers: Cohn-Haft (first semester), Elkins (first semester), Hoyt, Little, MacSherry (second semester), Nenner, Stieber, Wilson.

Adviser for Junior Year Abroad: Hoyt.

All sophomores planning to study abroad and seniors returning from abroad (except those who honor) *must* have their program approved by the departmental Junior Year Abroad adviser.

HISTORY

The history major is constituted by ten semester courses, distributed as follows:

- 1) History 100a, 100b
- 2) Major Field of Concentration (3 semester courses, of which one must be a seminar)
- 3) Minor Field of Concentration (2 semester courses outside the major field, of which one should normally be a colloquium or seminar)
- 4) Ancient Studies (1 semester course in ancient history or one of the following related courses: Art 211a, Art 212b, Government 260a, Philosophy 124a)
- 5) Additional Courses (2 semester courses or colloquia, one of which may be in a related discipline unless the Ancient Studies course is taken outside the department).

Freshmen entering the major with a satisfactory score in European history on either the College Board Advanced Placement examination or the department's own placement examination (offered in the fall, prior to the beginning of classes) may be, upon petition, exempted from the first semester of History 100a. This semester course may then be replaced by any intermediate course in Medieval, Renaissance, or Reformation history. Sophomores wishing to enter the major after having taken such an intermediate course may, upon petition, substitute it for History 100a. All history majors are ordinarily expected to take a History 100b proseminar.

All history majors will be expected to take a competence examination at the end of their senior year. This will consist of two parts:

- 1) Historiography: based on course work and a supplementary reading list distributed by the department;
- 2) Historical Problems: based primarily on the major field of concentration.

The major field of concentration may be chosen from among the following:

Ancient

Medieval (300-1400)

Early Modern

(*either* Renaissance-Reformation, 1300-1610

or The Age of Monarchy, 1600-1815)

Modern Europe

(*either* Nineteenth Century Europe, 1789-1919

or Contemporary Europe, 1890 to the present)

United States

Latin America

Middle East

East Asia

HONORS

Director: Afferica.

Students eligible for the honors program normally enter as juniors. Seniors returning from a junior year at other institutions and the Junior Years Abroad may also apply. A candidate for admission must present the basis of the major (History 100a and b) and at least one other course in history.

Honors students will present ten semester courses for the major but will prepare only a *major* field selected from the following:

Ancient

The Formation of Latin Christian Society (400-1400)

Latin Christian Society in Transformation (1000-1600)

Early Modern Europe (1300-1815)

Modern Europe (1789-present)

United States

Middle East

East Asia

In addition, the honors student's program should include the following:

- 1) History 388a (taken ordinarily in first semester of junior year)
- 2) Ancient studies (one semester course).
- 3) Honors thesis (for single or double credit, either in consecutive semesters or first semester of senior year). Due on first day of second semester.
- 4) History 389b (taken in second semester of senior year).

Seminars or Special Studies for honors students will be offered in conjunction with selected lecture courses. During the advising period, students should consult with the departmental Director of Honors about this arrangement.

In each semester of the junior and senior year students will take a minimum of one such attached seminar, regular seminar, or colloquium, either within or outside the department. Honors students will have the option of taking three courses for credit and a fourth course for audit credit in the second semester of the senior year. In May of the senior year the student will be examined orally on the subject of her thesis and will be asked to write a prepared exercise on general questions relating to her major field as a whole.

HISTORY OF SCIENCE

See pp. 219-220.

ITALIAN LANGUAGE & LITERATURE

- PROFESSOR: §GIUSEPPE VELLI, DOTTORE IN LETTERE, *Chairman*
ASSISTANT PROFESSOR: MARGHERITA SILVI DINALE, DOTTORE IN LETTERE,
Acting Chairman
LECTURERS: IOLE FIORILLO MAGRI, A.M., DOTTORE IN LINGUE
E LETTERATURE STRANIERE
ELENA GANDINI LITTLE, *Diploma Istituto Tecnico*

It is recommended that students planning to major in Italian take History 100a, one course in modern European history, and Philosophy 124a, b. Those intending to spend the junior year in Italy should consult the Chairman about preparatory courses.

The prerequisite for 226 and all advanced courses is 111D or 112. In all literature courses majors will be required to write in Italian; non-majors may do written work in English.

A. LANGUAGE

- 111 *Elementary Course.* M T W 9; W Th F 12; and two hours to be arranged. (A special section for juniors and seniors who wish greater emphasis on reading ability will be given.) Magri, Little.
- 111Da, 111Db *Intensive Elementary Course.* First semester, M T W Th F 2; second semester, M W Th F 2, T 3 (film and discussion). 111Da is a prerequisite for 111Db. Each semester carries one and one-half normal course credit. Magri.
- 112 *Intermediate Course.* Reading from modern Italian literature, including grammar and composition; followed by a survey of Italian civilization. Prerequisite: two entrance units in Italian or 111. M T W 9. First semester, M T W 9; second semester M T W 9, T 3 (film and discussion). Dinale, Magri.
- 227a *Intermediate Composition.* Reading of and comment on contemporary, not exclusively literary, Italian texts with special emphasis on syntax and style. Italian-English and English-Italian translation. Prerequisite: 111D, 112, or permission of the department. Hours to be arranged. Magri.
- [331b *Advanced Composition.* Continuation of 227a with emphasis on composition. Prerequisite: 227a or permission of the department. Hours to be arranged. Magri.]

ITALIAN LANGUAGE & LITERATURE

B. LITERATURE

- 226 *Survey of Italian Literature.* Reading of outstanding works, and consideration of their cultural and social background. Hours to be arranged. Dinale and members of the Department.
- 301, 301a, 301b *Special Studies.* By permission of the department for senior majors who have had three semester courses above the introductory level. Members of the Department.
- 336 *Dante: Vita Nuova, Divina Commedia.* M 10-11:50. Dinale.
- 337a *Selected Readings from "Rerum Vulgarium Fragmenta."* Emphasis on the culture and style of Petrarch. Reasons for and nature of Petrarchism. Bilingual texts. Conducted in English. T 11-12:50. Members of the Department.
- 337b *Boccaccio's Decameron.* Themes, structure, and narrative technique. The position occupied by the work in the Italian prose tradition. Bilingual texts. Conducted in English. T 11-12:50. Members of the Department.
- [338a *Machiavelli and Renaissance Thought.* Reading of *Il Principe* with ample selections from *Discorsi sopra la Prima Deca di Tito Livio* and from literary works (*Mandragola, Belfagor, Lettere*). T 11-12:50. Velli.]
- [338b *Ariosto's Orlando Furioso and the Literary Ideals of the Renaissance.* Analysis of the work and reading of significant episodes. Tasso's *Gerusalemme Liberata* and the spirit of the late sixteenth century. Analysis of Tasso's lyricism and the pre-baroque character of his art. T 11-12:50. Velli.]
- 339a *Italian Romanticism.* Leopardi: selected readings from his *Canti*. Manzoni: *I Promessi Sposi*, and selections from minor works. Th 11-12:50. Dinale.
- [340b *Culture and Literature of the Eighteenth Century.* Selected readings from Vico, *Scienza Nuova*; Alfieri, *Tragedie*; Foscolo, *Ultime Lettere di Jacopo Ortis*, *Sonetti, Sepolcri*. Hours to be arranged. Dinale.]
- 342b *Contemporary Literature and Cinema.* A parallel study of fiction and film from post-war Neo-realism to the present time. Works by Verga, Visconti, Levi, Bassani, Rossellini, Pavese, Antonioni, De Sica, Moravia, Calvino, Fellini, Pasolini, Bertolucci, and others will be analyzed. To be given in English. Th 11-12:50, W 12 optional. Film viewing M 7 or T 3. Dinale.

ITALIAN LANGUAGE & LITERATURE

GRADUATE

Adviser: Velli.

450, 450a, 450b *Research and Thesis.*

451, 451a, 451b *Advanced Studies.*

THE MAJOR

Adviser: Dinale

Based on 111D or 112.

Requirements: nine semester courses, in addition to the basis and including the following: 226; 331b; 336; 337a or b; 338a or b; two of the following: 339a, 340b, 342b.

A comprehensive examination based on the requirements for the major.

HONORS

Director: Dinale

Based on 111D or 112.

Requirements: nine semester courses in addition to the basis, as in the major, and a long paper (a semester of independent work).

Two examinations: one in the general field of Italian literature; one in linguistic preparation.

MATHEMATICS

PROFESSORS:	BERT MENDELSON, PH.D., <i>Chairman</i> ALICE B. DICKINSON, PH.D.
ASSOCIATE PROFESSOR:	MARJORIE LEE SENECHAL, PH.D.
ASSISTANT PROFESSORS:	DAVID WARREN COHEN, PH.D. JAMES JOSEPH CALLAHAN, PH.D. ALICE JEANNE LADUKE, PH.D. DANIEL FRANKLIN STORK, PH.D. HELEN ELIZABETH ADAMS, PH.D. MICHAEL O. ALBERTSON, PH.D.

Students planning to take courses in mathematics are expected to offer at least three entrance credits in mathematics; those planning to major in mathematics are advised to take courses in mathematics throughout the freshman and sophomore years. A course in astronomy or physics is also recommended.

- [100a *Topics in Finite Mathematics I*. Combinatorial and probabilistic mathematical models in the natural and social sciences. Not intended for mathematics or science majors. No prerequisite.]
- 102a *Pre-calculus Mathematics*. Inequalities, lines, slopes, polynomials, functions, graphs, trigonometry. For students who need additional preparation before taking calculus. Prerequisite: three entrance units in mathematics, not including analytic geometry. M T W 9, T 8 at the option of the instructor; W Th F 10, F 11 at the option of the instructor.
- 102b A repetition of 102a. M T W 9, T 8 at the option of the instructor.
- 103a *Calculus I*. The derivative with applications, the integral, the mean value theorem and the fundamental theorem of calculus. Prerequisite: 102a or at least three entrance units in mathematics including analytic geometry. M T W 9, T 10 at the option of the instructor. M 12, T W 11, T 12 at the option of the instructor; W Th F 10, F 11 at the option of the instructor; W Th F 12, Th 11 at the option of the instructor; W Th F 2, Th 3 at the option of the instructor. Members of the Department.
- 103b Repetition of 103a. M T W 9, T 8 at the option of the instructor; W F 12 Th 11, Th 12 at the option of the instructor. W Th F 10, F 11 at the option of the instructor.
- 104a *Calculus II*. Inverse functions, logarithmic and exponential functions, Taylor polynomials, series, techniques of integration. Prerequisite: 103a or 104b, or four entrance units in mathematics including analytic geometry and at least a half-year of calculus. M T W 9, T 8 at the option of the instructor; M 12, T W 11, T 12 at the option of the instructor; W Th F 10, F 11 at the option of the instructor. Members of the Department.

MATHEMATICS

- 104b Repetition of 104a. M T W 9, T 10 at the option of the instructor; M 12, T W 11, T 12 at the option of the instructor; W Th F 10, F 11 at the option of the instructor; W Th F 12, Th 11 at the option of the instructor; W Th F 2, Th 3 at the option of the instructor. Members of the Department.
- 109a *The Teaching of Elementary Mathematics*. A course for prospective teachers in elementary school. Selection and presentation of mathematics in the primary curriculum. Observation, directed teaching and tutoring, and two class hours weekly. No prerequisite in mathematics. Open only to juniors and seniors. Offered in alternate years. Th 2-4. Senechal.
- 110b *Introduction to Symmetry*. The mathematical theory of repeating patterns, studied through ornamental patterns and applied to the structure of crystals. Crystals are grown and the physical consequences of their internal symmetry are explored. Not intended for mathematics or science majors. No prerequisite. Discussion-laboratory. M and W 2-4. Not to be offered in 1974-75. Senechal.
- 113a *Computer Programming*. Introduction to Fortran. No prerequisite. No credit. Students planning to take 115a should not register for 113a or b. Hours to be arranged through computer center or the instructor. Mendelson.
- 113b A repetition of 113a. Mendelson.
- 115a *Introduction to Computer Science*. Fortran programming, Assembly language, operating systems, and as time permits special topics selected from such fields as linear programming, game theory, probability and statistics, graph theory, tree search, numerical and non-numerical methods. Three hours per week divided between lecture and laboratory. No prerequisite. Not open to freshmen. M T 2. Mendelson.
- 115b A repetition of 115a. Open to freshmen.
- 200b *Introduction to Numerical Methods*. Application of numerical methods to power series, roots of equations, simultaneous equations, numerical integration, and ordinary differential equations. Prerequisite: 104a or b and some knowledge of Fortran. Offered in alternate years. Mendelson.
- 201a *Linear Algebra*. Vector spaces, matrices, linear transformations, systems of linear equations. Prerequisite: 104a or b, or permission of a major adviser in mathematics. T Th 2, W 3; W Th F 10. Members of the Department.
- 201b A repetition of 201a. T Th 2, W 3; W Th F 10. Members of the Department.
- 202a *Calculus III*. Vectors, partial differentiation, and multiple integration with applications. Prerequisite: 104a or b; 201a or b is suggested. M T W 9; Th F 8:40-9:50.

- 202b A repetition of 202a. M T W 9. Members of the Department.
- 204b *Topics in Applied Mathematics*. Prerequisite: 201a or b and 202a or b, or permission of the instructor. W Th F 12. Albertson.
- 207a *Fundamental Concepts of Mathematics*. Topics will include set theory, axiomatic systems and models, relations and functions, transfinite numbers, paradoxes, methods of proof. Prerequisite: 201a or b, or 202a or b, or permission of the instructor. M 12, T W 11. LaDuke.
- 207b A repetition of 207a. W 10, F 10-11:50. Senechal.
- 222a *Differential Equations*. Theory and applications of ordinary differential equations. Prerequisite: 104a or b. W Th F 12. Cohen.
- 224b *Topics in Geometry*. Prerequisite: 104a or b or permission of the instructor. T Th 1:40-2:50. Callahan.
- 233a *Modern Algebra*. An introduction to the concepts of abstract algebra, including rings, fields and groups. Prerequisite: 201a or b, or 202a or b, or permission of the instructor. M T W 9. Callahan.
- 233b A repetition of 233a. M 12, T W 11. Cohen.
- [234a *Projective Geometry*. Axioms, duality, projectivities, equivalent formulations of the fundamental theorem, introduction of coordinates, conics. Prerequisite: 202a or b, or permission of the instructor.]
- 238a *Theory of Numbers*. Properties of integers including congruences, primitive roots, quadratic residues, continued fractions. Prerequisite: 233a or b, or permission of the instructor. Th F 8:40-9:50. Adams.
- 242a *Topology*. Point set topology, the real line, metric spaces, abstract topological spaces. Prerequisite: 202a or b. W Th F 12. Albertson.
- 243b *Introduction to Analysis*. The real number line, continuous functions, differentiation, integration, sequences and series of functions. Prerequisites: 201a or b, and 202a or b, or permission of the instructor. M T W 9. LaDuke.
- [244a *Complex Variables*. Complex numbers, differentiation, integration, Cauchy integral formula, calculus of residues, applications. Prerequisites: 201a or b and 202a or b.]
- 246a *Probability and Statistics*. Probability theory and mathematical statistics with applications to areas of individual interest. Open to juniors and seniors; to sophomores by permission of the instructor. Prerequisite: 104a or b. M 12, T W 11. Senechal.
- [250b *The Teaching of Mathematics*. A course for prospective teachers of mathematics in secondary schools. Selection and presentation of mathematics in the

MATHEMATICS

secondary curriculum. Observation and directed teaching, and two class hours weekly. Prerequisites: two semester courses beyond 202a or b. Offered in alternate years. T 3-5.]

- 301a, 301b *Special Studies*. By permission of the department for majors who have had at least four semester courses beyond 104a or b.
- 302a, 302b *Special Studies for Honors Students*. Directed reading, exposition, and long paper. The topic of specialization will be chosen in consultation with the Director at the beginning of the senior year. Either 302a or 302b may be taken for double credit.
- 333b *Topics in Abstract Algebra*. Prerequisite: 233a or b. M T W 9. Adams.
- 343a *Mathematical Analysis I*. A rigorous treatment of the concepts of the calculus. Prerequisites: 201a or b and 202a or b and at least one of the following: 207a or b, 242a, 243b. M 12, T W 11. Stork.
- 344b *Mathematical Analysis II*. Prerequisite: 343a. M 12, T W 11. Stork.

GRADUATE

- 420a, 420b *Special Studies in Topology and Analysis*.
- 430a, 430b *Special Studies in Modern Geometry*.
- 440a, 440b *Special Studies in Algebra*.

THE MAJOR

Advisers: Callahan, Cohen, LaDuke, Mendelson, Senechal.

Requirements: Nine semester courses, including 201a or b, 202a or b, 233a or b, and 207a or b, or 242a or b, or 243a or b. Two of the nine may be chosen from the following: Astronomy 122, 234 or courses at a higher level; Chemistry 231, 241b, 435a; Philosophy 320b; Physics 214a or courses at a higher level (except 226b and 311). Except for 104a or b, the mathematics courses must be at the intermediate or advanced level.

Within guidelines established by the department and with its approval, each major will have the option of a competence examination or paper, or an appropriate combination of the two.

HONORS

Director: Senechal.

Requirements: in addition to the nine courses required for the major, students must take the Special Studies for honors students (302a and 302b, which include the long paper) in the senior year. Either 302a or 302b may be taken for double credit.

Examinations: In addition to the requirements for the major, each honors student must take an oral examination in the area of her honors thesis.

MUSIC

PROFESSORS: IVA DEE HIATT, M.A., *Director of Choral Music*
VERNON GOTWALS, M.F.A., *Chairman*
PAUL RICHER EVANS, PH.D.
ROBERT MARTIN MILLER, MUS.M., LIC. DE CONCERT
†ADRIENNE AUERSWALD, A.M.
DOROTHY STAHL, B.MUS.
PHILIPP OTTO NAEGELE, PH.D.

ASSOCIATE PROFESSORS: †WILLIAM PETRIE WITTIG, MUS.M.
LORY WALLFISCH

ASSISTANT PROFESSORS: †ERNST WALLFISCH
JOHN PORTER SESSIONS
RONALD CHRISTOPHER PERERA, A.M.
PETER ANTHONY BLOOM, PH.D.
KENNETH EDWARD FEARN, MUS.M.
MONICA JAKUC, M.S.
GRETCHEN D'ARMAND, M.M.
NORS S. JOSEPHSON, PH.D.

INSTRUCTORS: AMY KAISER, A.M.
EUGENIE MALEK, M.S.
ALTHEA MITCHELL WAITES, MUS.M.
ADRIANNE GREENBAUM, M.M.

TEACHING FELLOW: SHEILA L. MCAFERTY, B.A.

LECTURERS: ²JEAN P. CHAPMAN, B.MUS.
MELISSA B. COX, M.A.
ELOÏSE DEGENRING FINARDI, B.A.
WARWICK LISTER, D.M.A.
¹KEN A. MCINTYRE, MUS.M.
GIOVINA SESSIONS, M.M.
DONALD FRANKLIN WHEELOCK, M.MUS.

Students considering a major in music are strongly advised to take 110 in the freshman year. Others with musical experience may take 200 in the freshman year.

A. THEORY AND COMPOSITION

- 110 *Elementary Course.* Basic materials of composition. Sight-singing, ear-training, and exercises in one-, two-, and three-part writing. M 10-11:50, T W 10; M 12, T 11-12:50, W 11; M T 1:40-2:50, W 3. Perera, Miller, Malek.

MUSIC

- 221a, 221b *Intermediate Course*. Writing, ear-training, and analysis. Prerequisite for 221a: 110. Prerequisite for 221b: 221a. W 10, F 10-11:50; Th F 8:40-9:50. Perera.
- 226a *Musical Sound*. The production of musical sound, psychological and physical aspects of musical hearing, pitch, loudness, and timbre. The voice, instruments of the orchestra, synthesized and electronic musical sound, acoustics of rooms and auditoria, and the recording and reproduction of sound. Lecture-demonstration; one two-hour laboratory experiment every other week. W F 12, Th 11-12:50. Josephs (Physics), Ivey (Physics).
- [231a *Tonal Organization*. Practice in analytical techniques. Prerequisite: 221b. Th 10, F 10-11:50. Gotwals.]
- 233 *Composition*. Prerequisite: 221b.
- 342 *Composition*. Prerequisite: 233.
- 345a *Electronic Music*. Introduction to *musique concrète* and synthesizer sound production through practical work, assigned reading, and listening. Enrollment limited to ten students. Admission by permission of the instructor. T 5-6, Th 4-6, and individual laboratory instruction to be arranged. Perera.
- 345b *Electronic Music Composition*. Application of the techniques studied in 345a to the composition of electronic music. Enrollment limited to ten students. Prerequisite: 345a and permission of the instructor. T 5-6, Th 4-6. Perera.

B. HISTORY

- 100a *An Introduction to Music*. Musical styles from the Renaissance to 1900. This course is designed specifically for those with no previous training in music. M T 2 and a one-hour section meeting to be arranged. Kaiser.
- 100b *An Introduction to Music*. Components of music, music in the twentieth century. Prerequisite: 100a or permission of the instructor. M T 2 and a one-hour section meeting to be arranged. Kaiser.
- 115a *An Introduction to African American Music*. West African origins. Communal spiritualism from 1619 to the present. Th 11-12:50. McIntyre.
- 200a *An Historical Survey of Music*. Western music from the middle ages to the eighteenth century. This course is open to all students (including freshmen) who have had some previous musical experience or who have obtained permission of the Director. M T W 9; M 10-11:50, T 10; W Th F 10. Evans (Director), Bloom, Josephson.

MUSIC

- 200b *An Historical Survey of Music.* Western music from the eighteenth century to the present. Prerequisite: 200a. M T W 9; M 10-11:50, T 10; W Th F 10. Evans (*Director*), Bloom, Josephson.
- 250a *The History of the Symphony from Haydn to Mahler.* Prerequisite: 100b or 200a. W 2, Th 3, F 2. Josephson.
- 251b *The History of the Opera from Mozart to Strauss.* Prerequisite: 100b or 200a. W 2, Th 3, F 2. Josephson.
- [302a *Music and Poetry in Medieval France.* The interaction of words and music in the evolution of the principal musical forms and techniques of medieval France. Emphasis will be given to the works of the Troubadours, Adam de la Halle, and Guillaume de Machaut. Prerequisite: 200a or permission of the instructor. Alternates with 304a. T 11-12:50, W 11. Evans.]
- 304a *Music of the Seventeenth Century.* Prerequisite: 200a or permission of the instructor. Alternates with 302a. T 11-12:50, W 11. Evans.
- [305b *The Cantatas and Passions of J. S. Bach.* Prerequisite: 200b or permission of the instructor. Alternates with 306b. Th 11-12:50, F 12. Gotwals.]
- 306b *The Quartets and Symphonies of Joseph Haydn.* Prerequisite: 200b or permission of the instructor. Alternates with 305b. Th 11-12:50, F 12. Gotwals.
- [307b *Mozart's Piano Concertos.* A study of the concertos with reference to the history of the genre and to other instrumental music of Mozart. Prerequisite: 200b or permission of the instructor. M T 1:40-2:50. Bloom.]
- 308a *Music Between the Revolutions (1789-1848).* Selected topics in late classic and early romantic music, with emphasis on the music – especially the symphonies – of Beethoven. Prerequisite: 200b or permission of the instructor. M T 1:40-2:50. Bloom.
- [309a *Solo Song: the Viennese School from Schubert through Webern.* Prerequisite: 200b or permission of the instructor. Th 11-12:50, F 12. Auerswald.]
- 310b *Modern Music.* Prerequisite: 200b or permission of the instructor. Th 10, F 10-11:50. Sessions.

GRADUATE

All graduate seminars are open to seniors by permission of the instructor.

Adviser: Evans.

MUSIC

400, 400a, 400b *Research and Thesis.*

401, 401a, 401b *Special Studies.*

402a *Pro-Seminar in Music History.* Musical bibliography, techniques of historical research. Candidates for the Master's Degree are required to take Music 402a in the first year of graduate study. Josephson.

403a *Seminar in Medieval Music.* Evans.

406b *Seminar in Sixteenth-Century Music.* Josephson.

407b *Seminar in Baroque Music.* Evans.

[408a *Seminar in Music of the Classic Era.* M 3-4:50. Bloom.]

409b *Seminar in Music of the Romantic Era.* M 3-4:50. Bloom.

410a *Seminar in Contemporary Music.*

C. PERFORMANCE

Courses are offered in the technique and representative literature of the piano, organ, harpsichord, voice, violin, viola, violoncello, viola da gamba, flute, oboe, clarinet, bassoon, and French horn, and in instrumental ensemble and conducting. There are fees for all courses involving individual instruction and for the use of practice rooms. These fees are listed on p. 247.

Courses in performance normally require one hour of individual instruction per week. The required minimum of practice time is five hours per week for half-courses and ten hours for full courses.

Introductory level courses in performance *must be taken above the four-course program and are counted as half-courses.* Exception: a sophomore who plans a music major may, with the permission of the department, elect the second-year course in performance within the four-course program for full credit. (A first-year course in performance may not be used to balance a semester program including only three courses.)

Courses of intermediate or advanced level may be taken *within or above the four-course program, as a full course or half-course, respectively,* but a student who wishes to enroll in courses in performance above the introductory level must take at least one year course or two semester courses from Division A or B before graduation.

A minimum grade of C or permission of the instructor is required for admission to a second year course in performance.

A minimum grade of B or permission of the instructor is required for admission to a course above the introductory level.

No more than 24 hours credit earned in courses in performance may be counted toward graduation.

Registration for any course in performance is tentative until the student has arranged an audition through the office of the department and obtained approval of the department. Auditions are held in May and September.

STRINGED INSTRUMENTS, WIND INSTRUMENTS. Candidates for these courses will be expected to play a piece of their own choice.

VOICE. Candidates for Music 141 will be expected to perform a song for solo voice.

PIANO. Candidates for Music 121 will be expected to play three pieces representing different styles in piano literature, one from each of the following headings: (1) a piece by J.S. Bach; (2) an allegro movement from a sonatina or sonata by Clementi, Kuhlau, Haydn, Mozart, or Beethoven; (3) a piece composed after 1825.

ORGAN. Courses in organ are not normally open to freshmen, but a candidate who demonstrates advanced proficiency in piano may receive special permission to register for Music 132 in the freshman year.

Piano. 121, 122, 222, 323, 424, 425. Miller, L. Wallfisch, Fearn, Jakuc, Malek, Waites.

Organ. 132, 232, 333, 434, 435. Prerequisite: 121 or its equivalent. Gotwals.

Harpsichord. 202, 303, 404, 405. Prerequisite: 122 or 132, and permission of the instructor. L. Wallfisch.

Voice. 141. This course will require two class hours, one half-hour lesson, and four hours of practice per week. 142, 242, 343, 444, 445. Stahl, d'Armand, Finardi.

Violin. 151, 152, 252, 353, 454, 455. Naegele, G. Sessions.

Viola. 161, 162, 262, 363, 464, 465. Naegele.

Violoncello. 171, 172, 272, 373, 474, 475. J. Sessions.

[*Viola da Gamba.* 163, 164, 264, 364, 468, 469. E. Wallfisch.]

Wind Instruments. 181, 182, 282, 383, 484, 485. Greenbaum and Weaver, flute; Bloom, oboe; Lynes, clarinet; Wittig, horn.

Other Instruments. 111, 112, 212, 313, 414.

MUSIC

- Instrumental Ensemble.* 191a, 191b, 192a, 192b, 292a, 292b, 393a, 393b. Open to qualified students who are studying their instruments. These courses require one hour lesson and three hours of practice per week. *One-quarter course credit.* Naegele, J. Sessions, Lister, strings; Lynes, winds.
- 103a *Introduction to Keyboard Improvisation in the African American Tradition.* Enrollment limited to eight students. Admission by permission of the instructor. Two class hours. *One-quarter course credit.* Th 2-3:50. McIntyre.
- [210b *Orchestral Conducting.* Instrumental usage, score-reading, and baton technique. Prerequisite: 110 or one introductory course in Division C, Practical music, and permission of the instructor. Two class hours. *One-quarter course credit.* W Th 10. Wittig.]
- 220 *Choral Conducting.* Study of various styles of choral music suitable for secondary schools and small groups. The course will be limited to sixteen students. Prerequisite: 200b and permission of the instructor. Two class hours. *One-quarter course credit each semester.* T 3-4:50. Hiatt.
- 241a *English Diction for Singers.* Prerequisite: 142 or permission of the instructor. Two class hours. *One-quarter course credit.* Stahl.
- 316b *The Teaching of Music.* Advanced music education with opportunity for observation and practice teaching in public and private elementary and secondary schools, with emphasis on a sequence from Kindergarten through 12th grade. Th 7:30. Chapman.

THE MAJOR

Advisers: Naegele, Bloom.

Requirements: Twelve semester courses, including the following: 110, 200a 200b, 221a, 221b, 231a, five additional semesters of intermediate or advanced grade (at least three of which must be from Division B, History), and an examination of competence in Division A, Theory and Composition.

Foreign Languages: Students are urged to acquire some knowledge of German and Italian as well as of French.

HONORS

Director: Bloom.

Requirements: Students will fulfill the requirements of the major and, in the senior year, elect at least one graduate seminar, and present a long paper or a composition equivalent to one first-semester course.

Examinations: Students will take the examination of competence required of all majors, and an oral examination on the subject of the thesis.

PHILOSOPHY

PROFESSOR: **MURRAY JAMES KITELEY, PH.D., *Chairman*

ASSOCIATE PROFESSOR: KATHRYN PYNE PARSONS, PH.D.

ASSISTANT PROFESSORS: MALCOLM B. E. SMITH, PH.D., *Acting Chairman,*
second semester

A. THOMAS TYMOCZKO, PH.D.

JOHN M. CONNOLLY, PH.D.

LECTURER: ²VERE C. CHAPPELL, PH.D.

Introductory and intermediate courses are open to all students. Upper-level courses assume some previous work in the department or in fields related to the particular course concerned. The 300-level courses are primarily for upperclassmen. Where special preparation is required for a course, this is indicated in the description.

- 111a *Basic Philosophical Problems.* Reading and discussion of some of the most important classical and modern philosophical works, to introduce the student to such topics as the relation of mind and body, sources of knowledge, freedom and determinism, nature and status of ideas. Lec. M 12, T 11; dis. T 12, W 11. Parsons and Members of the Department.
- 111b A repetition of 111a. Lec. M 12, T 11; dis. T 12, W 11.
- 121a *Logic.* Study of formal inference: truth-function techniques, elementary quantification, classes, the syllogism. The course is intended to train the student in effective use of principles of correct reasoning. W Th 10; sect. F 10, 11. Tymoczko, Connolly.
- 121b A repetition of 121a. W Th 10; sect. F 10, 11. Tymoczko.
- 124a *History of Ancient and Medieval Philosophy.* A study of Western philosophy from the early Greeks to the end of the Middle Ages, with emphasis on the pre-Socratics, Plato, Aristotle, the Stoics and Epicureans, and some of the scholastic philosophers. Lec. W 12, Th 11; sect. Th, F 12. Kiteley, Smith.
- 124b *History of Modern Philosophy.* A study of Western philosophy from Bacon through the eighteenth century, with emphasis on Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Lec. W 12, Th 11; sect. Th F 12. Smith, Chappell.
- [222b *Ethics.* Critical discussion of some of the major theories in the history of ethics, with particular emphasis on those of Aristotle, Hobbes, Hume, Kant, and Mill. T Th 1:40-2:50. Smith.]
- [230b *American Philosophy: the Classical Period.* Studies in the work of William James,

PHILOSOPHY

- Chauncy Wright, C. S. Peirce, George Santayana, John Dewey and Josiah Royce. To be offered in alternate years. Wilson (History).]
- 233b *Aesthetics*. Discussion of problems about art: the nature of art, the nature of aesthetic experience, the role of the critic, and other problems. W Th F 10. Smith.
- 235a *Morality, Politics, and The Law*. A critical discussion of problems in political and legal philosophy, to include: the distinction between fact and value, the source and nature of the citizen's obligation to the state, and the duties of the state. W Th F 10. Smith.
- [236b *Linguistic Structures*. Recent work on the structure of language and its impact on grammar, semantics, and rhetoric.]
- 237a *Philosophical Topics*. A non-historical treatment of some topic or school of current interest. Topic for 1973-74: Religion and Common Sense. An investigation of various aspects of the religious life including faith, religious experience, prayer, miracles, and their relation to the world of ordinary experience. M T W 12. Tymoczko.
- 238b *Systematic Philosophy*. Study of some systematic view through analysis of the work of selected philosophers, classical or modern. Selection to vary from year to year. Topic for 1973-74: Nietzsche. M T 1:40-2:50. Parsons.
- 239a *Phenomenology and Existentialism*. An examination of certain topics regarding consciousness, intentionality, transcendence, the structure of feeling, and existential categories as treated in the writings of Husserl and Sartre. Th 4-6. Kiteley.
- 301, 301a, 301b *Special Studies*. For senior majors, by arrangement with the department.
- 310b *Recent and Contemporary Philosophy*. A study of the development of the Anglo-American tradition in philosophy by examination of major figures. Hours to be arranged. Tymoczko.
- 320b *Logic*. Quantification theory and proof theory, including an examination of their philosophical significance. Not open to freshmen. Prerequisite: 121a or b or permission of the instructor. M 3-5. Tymoczko.
- 321b *Philosophy of Science*. A study of some questions raised by a philosophical scrutiny of science. Analyses of the concepts of explanation, law of nature, confirmation, causation, and others. Discussion of the implication of science for broader philosophical issues. M 7:30-9:30. Parsons, Gadlin (University of Massachusetts).

See also courses in History of Science, pp. 219-220.

SEMINARS

- 323b *Value Theory*. Selected topics in ethics and aesthetics, legal and political philosophy. Topic for 1973-74: Law, Justice, and Politics. A study of the relationship between law and justice through an examination of criminal procedures in general and such substantive topics as capital punishment. A number of modern legal systems will be compared in an effort to relate the differences among them to the large social context in which they operate. Th 4-6. Smith and Rothman (Government).
- [330b *Nature, Reality, and Cosmos*. Selected conceptual problems in metaphysics.]
- 331a *Belief, Knowledge, and Perception*. Selected topics in the theory of knowledge. W 7:30-9:30. Kiteley.
- 332a *Language*. Selected topics in the semantics and formal structure of language. T 3-5. Parsons.
- 334a *Mind*. Selected problems regarding mental states, acts, their contents and their objects. T 3-5. Connolly.
- [335b *Philosophical Classics*. Selected problems and texts in the history of philosophy.]

GRADUATE

Adviser: Parsons.

- 450, 450a, 450b *Research and Thesis*. (May be taken for double credit.)
- 451, 451a, 451b *Advanced Studies*. By permission of the department for graduates and qualified undergraduates (e.g., *Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics*).

THE MAJOR

Adviser: Smith.

Based on two semester courses in philosophy.

Requirements: Eight semester courses in philosophy, above the basis and including 121a or b and any two from 111a or b, 124a, and 124b. Courses in related departments may be included in the major program of eight semester courses only with the approval of the department.

An examination or paper testing competence in one of the following fields of philosophy, the field to be chosen in consultation with the major adviser. If Field 1 is chosen, some area will be selected for specialization, in accordance with the student's interests. Special arrangements will be made for examining interdepartmental majors.

PHILOSOPHY

- Fields:
1. History of Philosophy.
 2. Metaphysics and Theory of Knowledge.
 3. Logic and Philosophy of Science.
 4. Ethics, Aesthetics, Political Philosophy (choice of two areas).

HONORS

Director: Kiteley (first semester), Tymoczko (second semester).

Based on two semester courses from 111a or b, 124a, 124b. In addition, 121a or b is required. For other prerequisites for specific programs, the Director should be consulted.

Requirements: a minimum of eight semester courses in philosophy, above the basis, and two additional semester courses in philosophy or in a related field; a long paper written in the first semester.

Two examinations: one on History of Philosophy (Field 1); one from Fields 2, 3, 4, or from an interdisciplinary area of study.

PHYSICAL EDUCATION

PROFESSOR:	JANE ADELE MOTT, PH.D., <i>Director</i>
ASSOCIATE PROFESSORS:	RITA MAY BENSON, M.S. IN H.P.E. ROSALIND SHAFFER DEMILLE, M.A. **CARYL MIRIAM NEWHOF, M.S. IN PHY. ED.
ASSISTANT PROFESSORS:	MARTHA CLUTE, A.M. WENDY JOYCE WILLETT, M.S. IN PHY. ED. PATRICIA DAWN DOWNIE, ED.D. SUSAN KAY WALTNER, M.S.
INSTRUCTORS:	NAN HAUGEN, M.S. IN PHY. ED. JOAN WESTON, M.S. IN PHY. ED. MELISSA SUZANNE COBOURN, B.S. IN H.P.E. CAREY MADDEN HOUSE, B.S. IN PHY. ED.
TEACHING FELLOWS:	SUSAN PATRICIA DAVIS, B.S. SUSAN MARY MOLSTAD, B.A. KAREN LEE BARLOW, B.A. BRENDA JO BREDEMEIER, B.S., B.A. DEBORAH K. COBURN, B.A. JANET LEE PETRILLA, B.S. MARCIA L. TRINKLEY, B.S.

Physical Education is offered on a semester system: Fall and Winter I, and Winter II and Spring terms.

The Athletic Association, open to all students, is under the direction of this Department.

A. PHYSICAL EDUCATION FOR UNDERGRADUATES

REQUIREMENTS

All students are required to complete satisfactorily four semesters of physical education including 10a in the freshman year. Normally the requirement must be fulfilled within the first two years. The level of work may be introductory, intermediate, or advanced depending on the ability, needs and physical condition of the individual.

Students enrolled in physical education are required to wear clothing suitable for the activity as designated by the department.

Entering students who demonstrate knowledge and proficiency in physical education may be granted total exemption from Beginning Swimming, on the basis of a practical test. Partial exemption from the Physical Education requirement may be granted on the basis of a written and practical examination in any of the following: basketball, badminton, tennis, golf, field hockey, intermediate or advanced

PHYSICAL EDUCATION

swimming, soccer, volleyball, riding, modern dance, lacrosse, canoeing, and softball. Partial exemption excuses the student from one term of physical education. Tests for exemptions will be administered during the first week of College.

It is assumed that entering students who receive such exemption will engage regularly in sports or dance activities for recreation.

OFFERINGS

*Dance and Sports.*¹ 10a, b for freshmen; 20a, b for sophomores; 30a, b for juniors; and 40a, b for seniors. Two periods of one hour each.

Fall Term. Swimming for those who have not passed the test; for others a choice of the following:

Adapted physical education.

Dance: ballet, folk, and modern.

Sports: archery, canoeing, crew, golf, hockey, riding, sailing, self-defense, soccer, swimming, tennis, volleyball, yoga.

Winter Terms. Swimming for those who have not passed the swimming test; for others a choice of:

Adapted physical education.

Conditioning.

Dance: ballet, folk, and modern.

Sports: badminton, basketball, bowling, fencing, gymnastics and apparatus, riding, self-defense, skiing, squash, swimming, volleyball, yoga.

Spring Term. Swimming for those who have not passed the swimming test; for others a choice of:

Adapted physical education.

Dance: ballet and modern.

Sports: archery, canoeing, children's games, crew, golf, lacrosse, riding, self-defense, softball, swimming, tennis, track and field, volleyball, yoga.

OPTIONAL CLASS AND RECREATIONAL OPPORTUNITIES

Non-Credit Participation in Sports and Dance

Students may elect classes above the required two hours per week. Those having completed the physical education requirement may elect any of the listed offerings.

¹A fee is charged for badminton, golf, sailing, skiing, squash and tennis. The riding fee covers the rental of horses.

All students whose health status is satisfactory may participate in intramural competition, sports and dance open hours, club activities, and special events such as week-end sailing, outing trips, and horseback rides.

Introduction to Teaching Physical Education

Undergraduates interested in coaching sports at the secondary school level or in recreational leadership work, and those who plan to enroll in the graduate course in physical education leading to the M.S. degree may select one or more of the following courses: Physical Education 400a, 405a, 405b, 410a, or 415b. Biological Science 132a is a prerequisite for Physical Education 400a, 410a, 415b.

B. GRADUATE PROGRAM FOR THE PREPARATION OF TEACHERS OF PHYSICAL EDUCATION

Enrollment in the graduate program is open both to students who have majored in physical education as undergraduates and to those who have majored in other subjects. For students who have *not* majored in physical education as undergraduates, the program includes a preliminary year of study. Properly qualified students from Smith and other colleges will be accepted for work toward the degree of Master of Science in Physical Education (M.S. in Phy. Ed.). Two semester courses of zoology, three semester courses of education, and two semester courses in one of the following: chemistry, mathematics, microbiology, nutrition, physics, experimental psychology, zoology should be offered as prerequisites. Smith College students and others who have satisfactorily completed these courses and the equivalent of four of the five Physical Education courses 400a, 405a, 405b, 410a, 415b may become candidates for the degree in the first year; other students normally require two years.

For further information write to Miss Mott, Scott Gymnasium, for the special booklet describing the program.

- 400a or b *Adapted Physical Education.* Study of the preventive and corrective phases of physical education and of physical conditions requiring exercise adaptations. Hours to be arranged. Downie.
- 405a, 405b *The Teaching of Physical Education Activities.* Curriculum materials for the teaching of adapted physical education, dance, and sports. Supervised teaching. Lectures and practice. Required in the first year of students enrolled in the two-year graduate course. Open to undergraduates by permission of the Director of Physical Education. Prerequisite for 405b: 405a. Hours to be arranged. Members of the Department.
- 410a *The Anatomy of Movement.* Kinesiology, an analytical study of human motor activity. Two lectures and three hours of laboratory. Prerequisite: Bio-

PHYSICAL EDUCATION

logical Science 132a and permission of the Director of Physical Education. Hours to be arranged. Weston.

- 415b *The Physiology of Movement*. Physiology applied to human motor activity. Two lectures and three hours of laboratory. Prerequisite: Biological Science 132a and permission of the Director of Physical Education. Hours to be arranged. Downie.
- 420a, 420b *Special Studies*. In adapted physical education, administration, current problems, dance, recreation, or other approved topics. Hours scheduled individually. Members of the Department.
- 425a, 425b *The Teaching of Physical Education Activities*. Theory and practice. Continuation of 405a, 405b, offering opportunity to specialize in the teaching of adapted physical education, dance, or sports. Required of candidates for the Master's degree. Hours to be arranged. Members of the Department.
- 430a *Evaluation of Physical Education*. Quantitative and qualitative evaluation of physical education including testing and statistical methods. Hours to be arranged. Mott.
- 435b *Evaluation of Physical Education*. Continuation of 430a. Hours to be arranged. Mott.
- 440a or 440b *Seminar in Administration of Physical Education and Recreation*. The organization and administration of school and camp programs of physical education and recreation; the teaching and supervision of safety education. Hours to be arranged. Mott.
- 445a *Research in Physical Education*. Critical survey of literature, study of research design and techniques, and practice in preparation of research reports. Required of candidates for the Master's degree. Hours to be arranged.
- 450, 450a, 450b *Thesis*. One semester required of Master's degree candidates. Two semesters optional. Hours to be arranged. Downie, Vaughan.
- 455a or 455b *History and Principles of Physical Education*. Hours to be arranged.
- 460a or 460b *Supervised Teaching in Physical Education*. Individually arranged. Clute.

PHYSICS

PROFESSORS: **JESS J. JOSEPHS, PH.D.

†MARGARET ANN WAGGONER, PH.D.

ASSOCIATE PROFESSORS: MELVIN SANFORD STEINBERG, PH.D.

WILLIAM BRUCE HAWKINS, PH.D., *Chairman*

LECTURER: ELIZABETH SPENCER IVEY, M.A.T.

Students planning to major in physics are advised to elect both 115 and a course in mathematics in the freshman year.

115a, 115b *General Physics*. The concepts and relations describing the motion of objects and the phenomena of heat, electromagnetism, and waves. Prerequisite: one year of introductory calculus, which may be taken concurrently. Four class hours and one three-hour laboratory. Class M T 8:40-9:50, W 9; lab T or F 2; or class W Th F 10, F 11; lab. M or Th 2. Members of the Department.

130a *Inquiry Physics for Elementary and Preschool Teachers*. Experimental study of simple physical systems, designed to involve students in inquiry activities at their own level and to suggest resources for use with children. Survey of existing elementary school physical science programs. No prerequisite. Enrollment limited to sixteen students. Admission by permission of the instructor. M Th 3-5. Steinberg.

SCIENCE 193a, 193b *Science for the Humanist: Atoms and Galaxies*. See p. 220.

214a *Electricity and Magnetism*. Electric and magnetic fields. Laboratory work with electric circuits and electron physics. Three lectures and three hours of laboratory. Prerequisite: 115 or the equivalent. T W Th 1:40-2:50, W Th 3. Josephs.

220b *Mechanics I*. Newtonian dynamics of particles and rigid bodies, relativistic mechanics. Prerequisite: 115. (May be taken concurrently.) M T 10, W 8. Steinberg.

[222a *Modern Physics I*. The special theory of relativity; particle and wave models of matter and radiation; atomic structure; an introduction to certain elementary concepts and methods of quantum mechanics useful in the study of atomic structure. Prerequisite: 115. Three lectures and an occasional three-hour laboratory. Lec. M 10-11:50, T 10, W 8; lab. F 2-5. Hawkins.]

PHYSICS

- 224b *Electronics*. A semester of experiments in electronics, using transistors and vacuum tubes, leading to some independent work. Prerequisite: 214a, or by permission of the instructor. One lecture and five hours of laboratory. T Th 2-5. Hawkins.
- 226a *Musical Sound*. The production of musical sound, psychological and physical aspects of musical hearing, pitch, loudness, and timbre. The voice, instruments of the orchestra, synthesized and electronic musical sound, acoustics of rooms and auditoria, and the recording and reproduction of sound. Designed for students with a strong interest in music. Lecture-demonstration; one two-hour laboratory experiment every other week. W F 12, Th 11-12:50. Josephs.
- 236a *Light*. Reflection and refraction of light. Interference, diffraction and polarization of light. The electromagnetic character of light. Prerequisite: 115. Lec. Th F 8:40-9:50; lab. F 2. Hawkins.
- 301a, 301b *Special Studies*. By permission of the department for students who have had at least four semester courses in intermediate physics.
- 311a, 311b *The Teaching of Physics*. A one- or two-semester course for prospective teachers of secondary school physics. By permission of the department. Hours to be arranged. Members of the Department.
- [320a *Mechanics II*. Lagrangian and Hamiltonian methods, waves in a string. Prerequisites: 220b and Mathematics 222a. M 10-11:50, T 10.]
- [321a, 321b *Advanced Laboratory*. Selected experiments in atomic, nuclear, and solid state physics. Prerequisites: 222a and 224b. T Th 2-5.]
- 322b *Modern Physics II*. Continuation of the study of atomic structure; molecular spectra; nuclear physics; elementary particles; the solid state. Prerequisites: 214a, 222a and Mathematics 202a or b. Three lectures and one three-hour laboratory. M 10-11:50, T 10; lab. F 2-5.
- [334b *Electromagnetic Theory*. The laws of electricity and magnetism; introduction to Maxwell's equations; electromagnetic waves. Prerequisite: 214a and Mathematics 202a or b. Offered in alternate years. M 10-11:50, T 10.]
- [340a *Introduction to Quantum Mechanics*. The formal structure of nonrelativistic quantum mechanics, with solution of some simple problems and an introduction to approximation methods. Prerequisite: 220b or permission of the instructor. Offered in alternate years. M T W 9.]

PHYSICS

348b *Thermophysics*. Laws of heat and thermodynamics, kinetic theory of gases, introduction to statistical mechanics. Prerequisites: 220b, 222a and Mathematics 202a or b. Offered in alternate years. M T W 9. Steinberg.

See also courses in the History of Science, pp. 219-220.

Adviser for secondary school teaching: Steinberg.

GRADUATE

Adviser: Josephs.

450, 450a, 450b *Research and Thesis*. (May be taken for double credit.)

451a, 451b *Advanced Studies*. Topics selected from the classical fields of mechanics, electrodynamics, optics, statistical mechanics; or from the modern fields of special relativity, atomic structure, nuclear structure, the solid state.

452a, 452b Selected problems assigned for investigation, experimental work, and discussion.

THE MAJOR

Adviser: Hawkins.

Basis: 115 and Mathematics 104a or b.

Requirements: Eight semester courses (above the basis) including: 214a, 220b, 222a, 322b, 334b, Mathematics 202a or b, and two other courses selected from Physics 224b, 236a, 320a, 321a or b, 340a, 348b or from closely allied fields. One examination in General Classical and Modern Physics.

Recommended courses: Chemistry 102a or 103a; Mathematics 201a or b, 204b, 222a.

Each student is expected to participate in a journal club during the first semester of the senior year. Students are advised to acquire facility in computer programming.

HONORS

Director: Hawkins.

Basis: Same as that for the major.

Requirements: Same as for the major plus an honors project and paper equivalent to two semester courses. Two examinations: one, as required for the major, and a second on the honors project and paper. Each examination may be written or oral, or both.

Students are advised to acquire facility in computer programming.

PRE-MEDICAL AND PRE-HEALTH PROFESSIONAL PROGRAMS

See p. 84.

PSYCHOLOGY

PROFESSORS:	DILMAN JOHN DOLAND, PH.D. BARBARA STEWART MUSGRAVE, PH.D. †ROBERT TEGHTSOONIAN, PH.D.
ASSOCIATE PROFESSORS:	J. DIEDRICK SNOEK, PH.D., <i>Chairman</i> **FRANCES COOPER VOLKMANN, PH.D. PETER BENEDICT PUFALL, PH.D.
ASSISTANT PROFESSORS:	†LEONARD BICKMAN, PH.D. DONALD BALDWIN REUTENER, JR., PH.D. JOEL STANLEY BERGMAN, PH.D. BARRY NEIL LEON, PH.D.
LECTURERS:	JACQUELYNNE E. PARSONS, M.A. ELAINE BOWLER REID, M.A.
RESEARCH ASSOCIATES:	JEAN CARL COHEN, PH.D. MARTHA TEGHTSOONIAN, PH.D.

Unless otherwise indicated, 101a or b is prerequisite for every further course.

A. GENERAL PSYCHOLOGY

- 101a *Introduction to General Psychology.* A survey with emphasis on fundamental principles of human behavior and personality. Two lectures and one two-hour demonstration. M T 9, W 9-10:50; M T 10, W 9-10:50; M T 11, W 11-12:50; M T 12, W 11-12:50; M T 2, W 2-3:50; M T 3, W 2-3:50; W F 9, Th 9-10:50; W F 10, Th 9-10:50; W F 11, Th 11-12:50; W F 12, Th 11-12:50. Members of the Department. Reutener (*Director*).
- 101b A repetition of content of 101a. Self-paced instruction. Independent study and a sequence of unit tests (both oral and written). M 10-11:50, T 10, W 8; M 12, T 11-12:50, W 11; W Th 10, F 10-11:50; W 12, Th 11-12:50, F 12. Members of the Department. Musgrave (*Director*).
- 102a *Introduction to Experimental Psychology.* Application of the experimental method to problems in psychology. Basic experiments in human perception, and learning; operant conditioning of infra-human organisms. Two two-hour laboratory periods. M W 9-10:50; T Th 9-10:50; M W 11-12:50; M W 2-3:50; T Th 11-12:50; T Th 2-3:50. Members of the Department. Volkman (*Director*).
- 102b A repetition of 102a. Two two-hour laboratory periods. M W 9-10:50; T Th 9-10:50; M W 2-3:50; T Th 2-3:50; M W 11-12:50; T Th 11-12:50. Members of the Department. Reutener (*Director*).

- 207a *Statistical Methods in Psychology.* Elementary descriptive and inferential statistics as applied to psychological problems. M 12, T W 11, T 12 at the option of the instructor. Reid.
- 209b *Theories and Systems in Psychology.* Consideration of problems in psychology including their historical background, theoretical and systematic approaches, and contemporary formulations. M T 1:40-2:50.

B. FOUNDATIONS OF BEHAVIOR

- 210a *Motivation.* Study of the motivational process including general systematic approaches, specialized theories, contemporary human and animal research on specific motives and on the influence of motivation upon such other processes as perception, learning, and fantasy. W 12, Th 11-12:50, F 12. Reutener.
- 212a *Physiological Psychology.* The neural foundations of human and animal behavior. Emphasis will be placed on sensory and motor systems, and on the physiological bases of emotion, motivation, and learning. Prerequisite: 102a or b, or permission of the instructor. Enrollment limited to twelve students. Lec. and lab. Th 9-10:50, F 9-11:50. Volkmann.
- 214b *Comparative Psychology.* Study and comparison of animal behavior with emphasis on the processes and mechanisms of discrimination, motivation, and modifiability of behavior in lower animals as related to the understanding of these in man. Prerequisite: 102a or b or permission of the instructor. Enrollment limited to twelve students. Lec. and lab. M 2-4:50, T Th 2. Reutener.
- 216b *Perception.* Directed reading, discussion, and research on topics in perception, selected from: perceptual illusions; the interactions among sight, touch, and other senses; the perception of space; size and distance perception in children; the role of learning in perception. Prerequisite: 102a or b. Enrollment limited to sixteen students. Lec. and lab. M 12, T 11-12:50, W 11.
- 218a *Human Learning.* The study of conditions influencing the processes of learning and memory; explanations of these processes in terms of current theories of learning. Research focuses on basic learning processes as they occur in classroom as well as laboratory situations, with children as well as college students and older persons. Prerequisite: 102a or b. Enrollment limited to sixteen students. Lec. and lab. T 3-4:50, Th 3. Musgrave.

PSYCHOLOGY

- [220b *Psychology of Language*. A psychological interpretation of language based on empirical research. Topics include the role of grammar in thinking, indices of literary style, word association phenomena, meaning and metaphor, communication theories. T 3-4:50, Th 3. Musgrave.]
- 312b *Seminar in Contemporary Behavior Theory*. A study of those points of view which emphasize the importance of behavior as the principal subject matter of psychology. Following a review of the origins and development of this approach, the principal topic is a study of the work and influence of B. F. Skinner. Both laboratory principles and practical applications are considered. W 7:30. Reid.
- 314b *Seminar in Foundations of Behavior*. In-depth study of topics selected from one or more of the following areas: physiological and comparative psychology, perception and psychophysics, language and conceptual processes. Topic for 1973-74: Basic learning and conceptual processes with special emphasis on classroom situations. T 3-4:50, Th 3. Musgrave.

C. DEVELOPMENTAL AND CHILD PSYCHOLOGY

Director of the Child Study Committee: Pufall.

- 233a *Child Psychology*. Study of the theory and principles of the development of the child from birth to puberty. Survey of related research. W Th F 10. Pufall.
- 233b A repetition of 233a. W Th F 12, Th 11. Parsons.
- 235a *Experimental Study of the Behavior of Children*. An introduction to research techniques and an exploration of selected current research problems concerning children's behavior. Prerequisite: 102a or b. Enrollment limited to sixteen students. Lec. and lab. M T 3-4:50. Parsons.
- 235b A repetition of 235a. Th F 8:40-10:50. Pufall.
- 237a *Educational Psychology*. The educational process considered from the point of view of psychology. The application of psychological principles of development, motivation, and learning to contemporary educational problems. M T 12, W 11, T 11 at the option of the instructor. No prerequisite. Musgrave.

- 241a *Psychology of Adolescence.* Problems of role and identity will be discussed in relation to adolescents' needs for acceptance, autonomy, and intimacy. Included in the course will be discussion of political activism, drug abuse, sexual maturation and love. M T 3-4:50. Snoek.
- 333b *Seminar in Child Psychology.* Selected problems, reports, and discussion. Prerequisite: 233a or b. T 5, Th 4-6. Pufall.
- 335a *Seminar in the Clinical Study of Children.* Clinical approaches to the understanding and treatment of the individual child. Areas include emotional problems of the normal child as well as serious psychopathology; evaluative and therapeutic procedures utilized with children. Some observation in a clinical setting. Prerequisite: at least one of the following, 233a or b, 250a or b, or 254a. M 3-4:50. Doland.

D. PERSONALITY AND CLINICAL PSYCHOLOGY

- 250b *Psychology of Personality.* Study of the psychological organization of the adult personality with emphasis on individuality rather than generalized human nature. Basic concepts and theories of psychodynamics and of the development of adult personality-structure. Open to freshmen by permission of the instructor. M 12, T 11-12:50, W 11 at the option of the instructor.
- 252a *Abnormal Psychology.* A study of neuroses, psychoses, and other personality disorders. Recent clinical and experimental findings will be stressed, particularly as they relate to major conceptions of mental illness. M T 1:40-2:50. Doland.
- 254a *Clinical Psychology.* A survey of methods and procedures used in a clinical setting including appraisal of capacity, means of modifying behavior, and theories of psychotherapy. Weekly practicum experience in a community mental health setting. Prerequisite: 250b or 252a and permission of the instructor. Enrollment limited to twenty-four students. M 10-11:50, T 10. Bergman.
- 256b *Intelligence Testing in Clinical Practice.* Supervised practice in administering, scoring, and interpreting tests of intelligence. Weekly practicum experience in testing and working with different populations of individuals varying in intellectual capacity. Prerequisite: 102a or b, or permission of the instructor. M 10-11:50, T 10. Bergman.
- 350a *Seminar in Personality.* Prerequisite: 250a or b, or permission of the instructor. W 7:30. Leon.

PSYCHOLOGY

- 352b *Seminar in Advanced Abnormal Psychology.* Selected topics related to concurrent practicum experience. T 3-5. Doland.
- 354b *Seminar in Psychodynamic Theory.* Open to students who have had 250b. M 7:30. Bergman.

E. SOCIAL PSYCHOLOGY

- 270b *Social Psychology.* The study of social behavior considered from a psychological point of view. Topics include: socialization, prejudice, conformity, leadership and the dynamics of group action. W Th F 10, F 11 at the option of the instructor. Snoek.
- 272a *Experimental Study of Social Behavior.* Examination of factors influencing behavior in social situations, with special emphasis on field research. The application of social psychological research and theory to contemporary community problems. Prerequisite: 102a or b, or permission of the instructor. Enrollment limited to sixteen students. Lec. and lab. M 7:30, W 2-3:50. Snoek.
- [274a *Psychology of Attitudes and Opinions.* The course will consider the formation and change of beliefs, attitudes and values as a function of personal experience, interpersonal influence, and mass communications. Th F 8:40-9:50. Snoek.]
- [276a *Male and Female.* Exploration of the behavioral similarities, differences and relationships between males and females. Topics include: sex role behavior and stereotypes, comparative animal behavior, sex role development, cross cultural findings, psychological and behavioral differences, sexism, sexual behavior, and psychological aspects of population growth. Open to upper-classmen by permission of the instructor. M 12, T 11-12:50, W 11.]
- [302a *Culture and Character.* The cultural background of personality and the interaction of individuals and society. Enrollment limited to eighteen students; preference given to seniors.]
- 370b *Seminar in Social Psychology.* Topic for 1973-74: Sex roles and self-development. Exploration of the use of surveys, tests, and biographical data in the study of identity development, with special emphasis on the lives of women. Th 7:30. Snoek.
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- 301a, 301b *Special Studies.* By permission of the department for qualified junior and senior majors.

PSYCHOLOGY

GRADUATE

Adviser: Bergman.

450a, 450b *Seminar in Current Psychological Problems.*

451a, 451b *Advanced Studies.* In any of the following areas: Perception, Learning, Personality, Psychophysiology, Developmental, Social, or Clinical Psychology.

452a, 452b *Research and Thesis.* (May be taken for double credit.)

THE MAJOR

Advisers: Members of the Department.

Based on 101a or b and 102a or b. A student exempted from 101 need take only 102a or b.

Requirements: eight semester courses, in addition to the basis, consisting of: (1) six courses in psychology, and (2) two additional courses in psychology or appropriate courses in other departments.

A paper or a written report of a project will be required of each major, normally in the senior year.

Students planning careers in academic or professional psychology, social work, personnel work involving guidance or counseling, psychological research, or para-professional occupations in mental health settings or special education programs should consult their major advisers regarding desirable sequencing of courses.

Majors may spend the junior year abroad if they meet the College requirements. Students considering this plan should consult a major adviser during the freshman or sophomore years.

HONORS

Director: Pufall.

Basis: 101a or b, 102a or b, and one other semester course.

Requirements: a total of ten semester courses, including the basis, of which eight are to be in psychology and the other two in psychology or appropriate courses in related departments. Further requirements include the following: a thesis equivalent in credit to either one or two semester courses; special honors examinations. It is recommended that, prior to the senior year, students elect 207, and a laboratory course or seminar in the area of the thesis topic.

RELIGION & BIBLICAL LITERATURE

PROFESSORS:	*RICHARD PRESTON UNSWORTH, TH.M., L.H.D., S.T.D. (HON.) STEN HAROLD STENSON, PH.D. BRUCE THEODORE DAHLBERG, B.D., PH.D. JOCHANAN H. A. WIJNHOFEN, PH.D. TAITETSU UNNO, PH.D. ROBERT MITCHELL HADDAD, PH.D.
ASSOCIATE PROFESSORS:	THOMAS SIEGER DERR, JR., B.D., PH.D. <i>Chairman</i> D. DENNIS HUDSON, PH.D.
ASSISTANT PROFESSORS:	KARL PAUL DONFRIED, DR. THEOL. JEAN M. HIGGINS, PH.D.

- 140a *Religion as a Human Experience.* Contemporary interpretations of religion by its exponents and critics. Philosophical, theological, psychological, phenomenological and other approaches. Readings from Sartre, Tillich, Buber, Eliade and others. Lecture followed by faculty-student colloquium Th 11-12:50. One-hour discussion sections M 11; T 12, 2; W 11, 12; F 11. Members of the Department. Dahlberg (*Director*).
- 140b *Western Religious Traditions.* Classical and contemporary interpretations by Jews, Roman Catholics, Eastern Orthodox, and Protestants of their beliefs and rituals. Western responses to eastern religion. Lecture followed by faculty-student colloquium and occasional films. Th 11-12:50. One hour discussion sections M 11; T 11, 12, 2; W 12. Members of the Department. Dahlberg (*Director*).
- 185 *Biblical Hebrew.* Introduction to the Hebrew language. Elements of grammar with readings from narratives of the Old Testament. Offered in alternate years. Alternates with 285a and b. M 7:30. Wijnhoven.
- 210a *Introduction to the Bible, I.* The Old Testament: Religion of ancient Israel, its history, law, and myth; prophetic faith; the Wisdom tradition; apocalyptic; the Psalter. M 10-11:50, T 10. Dahlberg.
- 210b A repetition of 210a. M 10-11:50, T 10. Dahlberg.
- 220a *Introduction to the Bible, II.* Backgrounds of the New Testament. The synoptic portrait of Jesus. Development of the early Church. The letters of Paul and the period of epistolary, homiletic, and Johannine literature. M T W 9. Donfried.
- 220b A repetition of 220a. M T W 9. Donfried.

RELIGION & BIBLICAL LITERATURE

- 230a *History of Christian Thought, I.* An historical survey (50-451 A.D.) with special emphasis on the transition from New Testament to Catholic faith, the origin and nature of gnostic movements and their significance for the development of the early Church, doctrinal crises, theologians, and documents such as Augustine's *Confessions*. M 10-11:50, T 10. Donfried.
- 230b *History of Christian Thought, II.* Anselm and Aquinas. The formative period in Protestantism. Development of Catholic thought. Key figures and movements to the present. W 10, F 10-11:50. Higgins.
- 231b *Eastern Christianity.* A survey of the Orthodox, Nestorian and monophysite Churches of the East, as well as their modern Uniate offshoots; special emphasis on the relationship of each to Islamic civilization and Western Christianity. W Th F 12. Haddad.
- 235a *Jewish Thought, I.* Biblical origins. Encounter with the Hellenistic world; split with Christianity. Formation of Talmudic Judaism. Jewish literature, philosophy, and mysticism under Islam and in Christian Europe. Impact of the Renaissance and Reformation. The Sabbathian movement. M 10-11:50, T 10. Wijnhoven.
- [235b *Jewish Thought, II.* Moses Mendelsohn; enlightenment and Judaism. Hasidism. The Jewish emancipation and liberalism. The rise of Reform. Zionism and modern anti-Semitism. Rosenzweig, Buber, and contemporary trends in Judaism. Wijnhoven.]
- 237b *Religion in America.* Religious thought and institutions, and their influence on American culture. Major denominations and thinkers from the seventeenth century to the present. T 11-12:50, W 11. Derr.
- 240a *Contemporary Religious Thought.* An investigation of the impact of modern historical consciousness upon man's understanding of God and himself in his quest for authenticity. Selected readings from contemporary representative thinkers in theology, philosophy, literature, and related disciplines. W 10, F 10-11:50. Higgins.
- 250a *Social Ethics, I.* Religion as a basis for social ethics. Natural law and situational morality. Ethical problems in the areas of love, marriage, divorce, population growth, environmental management, medical practice and research, and race relations. T 3-4:50, Th 3. Derr.
- 250b *Social Ethics, II.* The bearing of religious ethics on the understanding of the state, the economic order, and international affairs. Power, violence, and vengeance; revolution and order; civil disobedience; pacifism and the just

RELIGION & BIBLICAL LITERATURE

- war; property and poverty; business ethics; religious liberty; religion and communism. T 3-4:50, Th 3. Derr.
- 255b *Sociology of Religion*. Relation of religious organization and beliefs to social and cultural factors. Major sociological interpretations of religion. Selected problems in primitive and higher religions. M T W 9. Parsons (Sociology).
- 260a *Philosophy of Religion, I*. Religious language and religious behavior. Contemporary problems and proposed solutions in philosophy of religion. Philosophical analysis of religious language: religious meaning, evidence, and truth. The symbolic functions of cult (myth, miracles, liturgy, prayer) and religious morality (divine law, justice, discipline, freedom). The metaphysical implications of religious performances. T 11-12:50 and a third hour to be arranged. Stenson.
- 260b *Philosophy of Religion, II*. The religious affections and religious knowledge. Phenomenology of the self in religious transformation (sin, despair, death; grace, ecstasy, life). The object of religious knowledge (God as immanent and transcendent; time and eternity). The structures of sacred reality. T 11-12:50 and a third hour to be arranged. Stenson.
- 270a *Religious History of India: Ancient and Classical Periods from ca. 1500 B.C. to ca. 500 A.D.* An introduction to the development and thought of the major religious traditions, with readings in the Vedas, Upanishads, Buddhist literature, the epics, the Bhagavad-Gita, etc. T Th 1:40-2:50. Hudson.
- 270b *Religious History of India: Medieval and Modern Periods from ca. 500 A.D. to the Present*. An introduction to the religious thought of Sankara, Ramanuja and others, the tantric traditions, the rise of bhakti and the Krishna cult, Islam in India, religious phenomena such as the temple, festival, sadhu, the impact of the British on Indian religion, the thought of modern religious figures: Gandhi, Ramakrishna, etc. Prerequisite: 270a or permission of the instructor. T Th 1:40-2:50. Hudson.
- 271a *History of Buddhist Thought*. Enduring patterns of Buddhist thought concerning the interpretations of man, life, world, nature, good and evil, love, wisdom, time, and enlightenment in the religious, philosophical, and ethical teachings of Buddhism in India, China, and Japan. Th F 8:40-9:50. Unno.
- 271b *Zen and Pure Land Buddhism*. Analysis of the interaction among philosophical ideas, religious practices, and socio-historical forces in the formation of Zen and Pure Land schools. Discussion of their principal teachings and practices in China and Japan. Prerequisite: 271a or permission of the instructor. Th F 8:40-9:50. Unno.

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- 275a *Islam*. Sources and development: the Prophet, the Qur'an, law, theology, philosophy, mysticism, and the nature of political authority. Contemporary Islam in the Middle East, India, and Africa. W Th F 12. Haddad.
- [285a *Hebrew Religious Texts*. Readings with introduction and discussion of Hebrew texts from the Prophets, the Dead Sea Scrolls, and the Mishnah. Prerequisite: 185 or permission of the instructor. Alternates with 185. Wijnhoven.]
- [285b *Hebrew Religious Texts*. Selections from medieval Jewish philosophy, mysticism, and poetry (Maimonides, Judah ha-Levi, and others). Prerequisite: 185 or permission of the instructor. Alternates with 185. Wijnhoven.]
- 287b *Greek Religious Texts*. Reading and discussion of religious texts of the Hellenistic period in the original. Prerequisite: Greek 111 or the equivalent. Hours to be arranged. Donfried.
- 290a *Mysticism (colloquium)*. Comparative trends in Eastern and Western religious traditions. Topics chosen from classic mystic writings in Christianity, Judaism, Hinduism, Buddhism, and Taoism. Enrollment limited to twenty-five students. Th 4-6. Wijnhoven and Unno.
- 300a *Comparative Religion (colloquium)*. Topic for 1973-74: Interpreting Hindu and Christian religions through the Bhagavad Gita and selected portions of the New Testament. For senior majors or by permission of the instructor. W 7:30. Hudson; Pemberton (Amherst College); Yamashita (Mount Holyoke College).
- 301, 301a, 301b *Special Studies*. By permission of the department for senior majors who have had four semester courses above the introductory level.
- 310a *The Book of Job (seminar)*. Job as an example of the "Wisdom" genre. Its vision of deity, man, and nature in the context of suffering and evil. Classic interpretations of Job in the Jewish, Christian, and humanist traditions. Admission by permission of the instructor. Alternates with 311a. M 3-5. Dahlberg.
- [311a *The Book of Genesis (seminar)*. Genesis as prologue to the Bible. Theological motifs and literary art in the myths of creation and fall and the legends of the Hebrew patriarchs. Some influences of Genesis on the New Testament, rabbinical literature, and later Jewish and Christian thought to the present. Alternates with 310a. Dahlberg.]
- 311b *History of the Interpretation of the Bible*. Classical and contemporary views of the authority of Scripture in Judaism and Christianity. Literalism and mul-

RELIGION & BIBLICAL LITERATURE

multiple meanings: analogy, allegory, typology, and other interpretive methods. Medieval exegesis and the rise of modern literary-historical criticism. Relevance of archaeological and philological studies. Contemporary use of the Bible and the problem of hermeneutics. Admission by permission of the instructor. M 3-5. Dahlberg.

- 320a *Life and Teaching of Paul (seminar)*. Selected introductory matters, historical background and detailed interpretation of Paul's letters. Emphasis on the basic themes of the letters in relation to the whole thought of Paul, to the New Testament in general, and to the Acts in particular. Admission by permission of the instructor. M 7:30. Donfried.
- [320b *Jesus in the Gospels (seminar)*. Miracles in the New Testament. A study in the development of miracle stories in the New Testament with specific relationship to Hellenistic and Jewish backgrounds and to New Testament apocryphal writings. Admission by permission of the instructor. Donfried.]
- 325b *The Johannine Literature (seminar)*. The relationship of the Gospel to inter-testamental, apocalyptic and hellenistic Judaism. Admission by permission of the instructor. M 7:30. Donfried.
- 328b *Directed Readings in Religious Texts: Hebrew, Greek, or Latin*. Prerequisite: one of the following (or the equivalent): Greek 111; Latin 111a and 112b; or Religion 185. Admission by permission of the instructor. Hours to be arranged. Donfried, Wijnhoven.
- 330a *Historical Theology (seminar)*. A study of selected figures and movements in Christian history. Topic for 1973-74: Martin Luther. W 7:30. Higgins.
- [335a *Selected Trends in Classical Jewish Sources (seminar)*. Sources such as the Midrash and Talmud studied in translation: hellenistic Jewish writings and Medieval philosophical texts. Prerequisite: 235a or permission of the instructor. Alternates with 235a. Wijnhoven.]
- 335b *Problems in Modern Jewish Thought (seminar)*. A study of the role of religion in modern Jewish issues such as anti-Semitism, secularism and Zionism. Prerequisite: 235b or permission of the instructor. Alternates with 235b. M 3-4:50. Wijnhoven.
- 340b *Problems in Theology (seminar)*. Topic for 1973-74: Poetry, prayer, and process: the theology of Teilhard de Chardin. W 7:30. Higgins.
- 350b *Christian Ethics (seminar)*. The relation between belief, action and reflection in theological ethics. Special attention will be given to the tensions in pre-

RELIGION & BIBLICAL LITERATURE

sent discussions between legal, contextual (situational), and covenantal approaches to ethics. Th 7:30. Unsworth.

360a *The "Spirit" in Philosophy*. Representative philosophers of "Spirit" (*Geist, esprit*) selected from such authors as Hegel, Schopenhauer, Fichte, Schelling, Kierkegaard, Nietzsche, and Bergson. M W 2. Stenson.

360b *Phenomenology, Existentialism, and Religion*. Phenomenological method and existentialist themes in the study of religion. Representative examples of religious consciousness selected from such authors as Husserl, Heidegger, Kierkegaard, Jaspers, Marcel, Bultmann, Ricoeur, and others. M W 2. Stenson.

[370a *Religion in South India (seminar)*. Selected aspects of the religious history of South India, focusing on such phenomena as the rise of Hindu bhakti, the relations between religious traditions, religion in the village, conversion, modern religious trends, and other selected topics. Prerequisite: 270a or permission of the instructor. Hudson.]

370b *Hindu Religious Traditions (seminar)*. A study of the diverse Hindu religions centering around the divine figures of Vishnu, Siva and the Goddess to demonstrate how a Hindu within each of these traditions perceives himself, the world, and the transcendent. Prerequisite: 270a or permission of the instructor. W 7:30. Hudson.

[371a *Problems in Buddhist Philosophy (seminar)*. Central issues and problems of Buddhist philosophy, such as the nature of reality and of man, relative and absolute truth, knowledge and wisdom, nirvana and Buddhahood in selected representative thinkers and schools of Mahayana Buddhism. Prerequisite: 271a or permission of the instructor. Unno.]

371b *Religious Traditions of China and Japan (seminar)*. The principal characteristics of Chinese and Japanese religions – syncretism, family cult, involvement with nature, and expressions of spirituality in cultural arts – considered in relation to the problem of man's wholeness. Th 7:30. Unno.

GRADUATE

Adviser: Wijnhoven.

480a, 480b *Advanced Studies*.

485, 485a, 485b *Research and Thesis*. (May be taken for double credit.)

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THE MAJOR

Advisers: Dahlberg, Derr, Donfried, Higgins, Hudson, Stenson, Unno, Wijnhoven.

Basis: 140a, b. An alternative basis of two semester courses requires departmental approval.

Requirements: Eight semester courses, in addition to the basis including: at least one from 210a, 210b, 220a, 220b; at least one from 230a, 230b, 231b, 235a, 235b; and at least one from 270a, 270b, 271a, 271b, 275a, 370a, 370b, 371a, 371b. Courses in related departments may be included in the major program of eight semester courses only with the approval of the department.

Either an oral or written examination of general competence in the major, based on courses the student has actually taken, or (with at least a semester's prior approval by the department) a paper exhibiting such competence. The examination will be offered at the end of each semester of the senior year. The paper will be due by April 30 of the senior year.

HONORS

Director: Hudson.

Basis: 140a, b. An alternative basis of two semester courses requires departmental approval.

Requirements: Eight semester courses, in addition to the basis, including: at least one from 210a, 210b, 220a, 220b; at least one of the following: 230a, 230b, 231b, 235a, 235b; and at least one of the following: 270a, 270b, 271a, 271b, 275a, 370a, 370b, 371a, 371b; and a long paper equivalent to two semester courses in the semester in which it is written (normally the first semester of the senior year). Work in related departments included in the Religion honors program must be approved by the Director.

Examinations: the required demonstration of general competence in the major and an oral examination on the senior essay as it relates to the major. Preparation and execution of the general requirement is similar to that prescribed for all major students.

RUSSIAN LANGUAGE & LITERATURE

- ASSOCIATE PROFESSOR: †MARIA NEMCOVÁ BANERJEE, PH.D.
ASSISTANT PROFESSORS: IGOR ZELLJADT, M.A., CAND. PHIL., *Chairman*
H. WILLIAM CHALSMAN, PH.D.
ASSISTANT: ELISABETH SCHOUVALOFF, A.B.
LECTURER: NATALIJA KUPRIJANOW, LEHRERDIPLOM

A. LANGUAGE

- 101 *Elementary Course.* Three class hours and two hours of conversation and laboratory. W Th 10, F 10-11:50; M 12, T 11-12:50, W 11. Members of the Department.
- 102 *Intermediate Course.* General grammar review. Selections from Russian texts, not exclusively literary. Prerequisite: 101 or the equivalent. W F 12, Th 11-12:50. Members of the Department.
- 111D *Intensive Course.* Five class hours and two laboratory hours. M T W Th F 2 and two hours to be arranged. *Three semesters' credit.* Members of the Department.
- 231a *Advanced Course.* Readings and discussion of texts taken from classical and Soviet literature, as well as current journals. Intensive practice in writing. Prerequisite: 102, or 111D and permission of the instructor. M T 12, W 11. Kuprijanow.
- 231b *Advanced Course.* A continuation of 231a, including extensive translation of current material from Russian to English and intensive practice in writing. Prerequisite: 231a. M T 12, W 11.
- 338a *Literary Analysis of Selected Works of Russian Literature.* Prerequisite: 231 and permission of the instructor. Hours to be arranged. Zelljadt.
- 338b *Literary Analysis of Selected Works of Russian Literature.* Prerequisite: 338a or permission of the instructor. Hours to be arranged. Zelljadt.
- [343b *Seminar in the History of Slavic Languages.* A survey of the origin and development of the Slavic languages, their sounds, vocabulary, and grammatical forms from the beginning to the present. Lectures and analysis of selected, illustrative texts. Prerequisite: 231 or the equivalent, or permission of the instructor. Hours to be arranged.]

B. LITERATURE

- 126a *History of Russian Literature.* From its origins through Turgenev. In translation. M T W 9.

RUSSIAN LANGUAGE & LITERATURE

- 126b *History of Russian Literature*. From Tolstoy to the present. In translation. Prerequisite: 126a. M T W 9.
- 233a, 233b *Literature of the Nineteenth Century*. Development of Russian realism. Study of some typical works of Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov, with discussion of important trends in social and aesthetic ideas which they exemplify. In Russian. Admission by permission of the instructor. Prerequisite: 231, or the equivalent. W 7:30. Zelljadt.
- [235a *Tolstoy*. In translation. M 10-11:50, T 10. Banerjee.]
- 235b *Dostoevsky*. In translation. M 3-5, W 3.
- [236a *Russian Drama*. In translation. Study of the masterpieces of the Russian theatre from the beginnings to recent years, with emphasis on Gogol, Ostrovsky, and Chekhov. M 3-5, W 3.]
- 301, 301a, 301b *Special Studies in Language or Literature*. By permission of the Department for senior majors who have had four semester courses above the introductory level.
- [337a *Russian Literature from 1880 to 1917: Modernism, Decadence, Symbolism (seminar)*. In translation. Prerequisite: 126b or one semester of an intermediate course in Russian literature. T 3-5. Banerjee.]
- [340b *Russian Thought (seminar)*. In translation. Prerequisites: History 226a and 237b and one intermediate semester course in Russian literature. T 3-5. Banerjee.]
- [342a *Seminar in Soviet Russian Literature*. In translation. Poems, plays, and novels of selected Soviet authors considered as works of literary art and as illustrations of the social, economic, and political conditions of the period. Prerequisite: 126b or one intermediate semester course in Russian literature. M 3-5.]
- [346a *Pushkin and His Age (seminar)*. Conducted in English with reading in Russian. Prerequisite: three years of Russian or the equivalent, and by permission of the instructor. Hours to be arranged.]

GRADUATE

Adviser: Zelljadt.

450, 450a, 450b *Research and Thesis*.

RUSSIAN LANGUAGE & LITERATURE

451, 451a, 451b *Advanced Studies*. Arranged individually.

THE MAJORS

RUSSIAN LITERATURE

Adviser: Zelljadt.

Required courses: 126a and 126b; *either* 233a and 233b *or* 338a and 338b; 235a and 235b; *either* 340b *or* History 226a and History 237b, although all three of these courses are strongly recommended.

A written examination of competence on an area in Russian literature proposed by the student and approved by the department. The proposal must be made by the end of the first semester of the senior year. The examination will be held in May.

RUSSIAN CIVILIZATION

Adviser: Zelljadt.

Required courses: 126a and 126b; 231a and 231b; 340b; Art 252a *or* Government 222b *or* 322b; *and* History 226a and History 237b.

A written examination of competence on an area in Russian culture proposed by the student and approved by the department. The proposal must be made by the end of the first semester of the senior year. The examination will be held in May.

HONORS

Director: Zelljadt.

RUSSIAN LITERATURE

Required courses: *either* 233a and 233b *or* 338a and 338b; 235a and 235b; History 226a and History 237b; a long paper to count for two semester courses to be written in the first semester.

The same examination requirements as for majors in Russian Literature.

RUSSIAN CIVILIZATION

Required courses: 126a and 126b; 231a and 231b; History 226a and History 237b; Economics 209a *or* Government 222a *or* 322b; a long paper to count for two semester courses to be written in the first semester.

The same examination requirements as for majors in Russian Civilization.

SOCIOLOGY & ANTHROPOLOGY

- PROFESSORS: ELY CHINYOY, PH.D.
PETER ISAAC ROSE, PH.D., *Chairman*
- ASSOCIATE PROFESSORS: **MYRON GLAZER, PH.D.
ELIZABETH ERICKSON HOPKINS, PH.D.
- ADJUNCT MEMBER: JOAN HATCH SHAPIRO, M.S.W., *Associate Professor
of Social Work*
- INSTRUCTOR: ARTHUR SHATTUCK PARSONS, M.C.P., M.A.
- LECTURERS: ²MARTHA RICHMOND FOWLKES, M.A.
RICHARD ALLEN HENRY, M.A.
**GERALD FRANKLIN HYMAN, A.M.

The prerequisite for all courses in Sociology is 101a or 101b, or permission of the instructor, unless otherwise indicated. Intermediate courses in Anthropology are open to all upperclassmen unless otherwise indicated. Freshmen must have permission of the instructor for intermediate courses.

Students planning to major or to enter the honors program in the department are advised to take courses in one or more of the following fields: economics, government, history, philosophy, and psychology.

Students interested in the study of social problems and public policy should consult with the Chairman or with Mrs. Shapiro.

- 101a *Introduction to Sociology*. Perspectives on society, culture, and social interaction. Several weeks of preliminary lectures M T 10 with discussion sections M 11 or M 3. Shift to colloquium format, meeting either M 10-11:50 or M 3-4:50, with an additional hour to be arranged. Colloquium topics will include: community, class, ethnicity, family, sex roles, and deviance. Members of the Department. Glazer (*Director*).
- 101b Repetition of 101a. Members of the Department. Chinoy (*Director*).
- 130a *Social Anthropology*. The conceptual and methodological premises of anthropology. The nature of culture. Factors in uniformity and variation in ecological, economic, political, religious, and kinship systems. Problems of integration and change. M 10-11:50, T 10, Hyman; Th 11-12:50, F 12. Hopkins.
- 130b A repetition of 130a. M 10-11:50, T 10.

SOCIOLOGY & ANTHROPOLOGY

GENERAL COURSES

- SOCIAL SCIENCE 190a *Introduction to Statistics for Social Scientists*. The fundamental problems in collecting, summarizing, and interpreting empirical data, with attention to basic descriptive statistics, elementary probability, the concept of a sampling distribution and its role in statistical inference, association and correlation. Two class hours and one two-hour laboratory. Lec. M 12, W 11; lab. T 11-12:50. Mair (Economics), Jahnige (Government).
- 201a *Methods of Social Research*. The logic and methods of social research and research techniques; their application to a specific project of current interest. Limited to twenty students. M 7:30 and an additional hour to be arranged. Rose.
- 210a *Selected Sociological Theories*. Critical analysis and application of sociological theories focused chiefly on the work of Marx, Durkheim, Weber, and Simmel. W Th F 12. Chinoy.
- 301a, 301b *Special Studies*. By permission of the department for junior and senior majors in the department.
- [302a *Culture and Character*. The cultural background of personality and the interaction of individuals and society. Enrollment limited to eighteen students; preference given to seniors.]
- [308a *Seminar in Sociology of Knowledge*. Social determinants of thought, knowledge, and idea systems, and their reciprocal effect upon social conditions. The role of mass media, personal influence, and group affiliations. Examination of substantive topics, especially youth culture and generational conflict, within these contexts.]
- 310b *Problems of Scope and Method*. The application of theory and research in contemporary sociology and anthropology. For seniors majoring in the department. W 7:30. Rose, Hopkins, and members of the Department.
- 311b *Contemporary Sociological Theory*. Selected topics: functionalism, social systems, role theory, reference groups, equilibrium and conflict, the place of values in sociology. Prerequisite: 210a. Admission by permission of the instructor. W 7:30. Parsons.
- HISTORY AND SOCIAL SCIENCE 395b. *Interdepartmental Seminar in Economics, Government, History, and Sociology*. Topic for 1973-74: Women and Social Change. The role of women in traditional, developing, industrial, and revolutionary settings. Involvement of women in work, family, religion, and politics. Anal-

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ysis of the factors that inhibit or promote changes in the position of women. Admission by permission of the instructors. McFarland (Economics), Fowlkes (Sociology and Anthropology), and Ackelsberg (Government).

450, 450a, 450b *Research and Thesis.*

451a, 451b *Special Studies* in such subjects as advanced theory, social organization and disorganization, culture contacts, problems of scientific methodology.

AMERICAN SOCIETY

206b *Social Planning.* Focus on the sociology of poverty with special reference to health, welfare, and mental health. Evaluation of programs, plans, and policies. Admission by permission of the instructor. T 3-4:50 and an additional hour to be arranged. Fowlkes.

211a *Social Disorganization.* The concepts of social disorganization, pathology, social problem, conflict, and theories of deviance. Selected topics: crime, delinquency, drug addiction, poverty and alienation. M T 1:40-2:50. Henry.

[211b *Social Organizations and Deviant Behavior.* Theories of deviance applied to the study of conformity, corruption, and ethical ambiguity in government, business, unions, and the professions.]

212a *Class Structure in American Society.* Equality and inequality in American society: classes, status groups, occupational differences, income distribution, social mobility. Correlates and consequences of class and status differences. Values and ideologies. Class and political power. W Th F 10. Chinoy.

[213a *The Black Community.* The social, cultural, and economic characteristics of black communities in the United States. Examination of family life, education, political organization, pride and protest.]

213b *Ethnic Minorities in America.* Social organization of a multi-racial and ethnically diverse society. Cultural and political problems in racial and ethnic relations. Internal organization of minorities in different settings. Th 11-12:50, F 12. Rose.

215b *Criminology.* Analysis of crime and corrections in American society, with particular emphasis on urban, organized, and white-collar crime, and the administration of justice. Theories of causation and corrections, and consideration of the American penal system. M T 1:40-2:50. Henry.

216a *Social Work and Public Policy.* An examination of social work and other helping professions. Reciprocal roles, expectations, and behavior of professionals

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and clients. Field work in local agencies and institutions. Parallel readings in casework, group work, and community organization. M 10-11:50, T 11. Shapiro.

- 218a *The City*. The nature and origins of cities. Urbanization and metropolitan growth. Characteristics of American cities and their problems. Demography, ecology, and mobility. Neighborhood organization and slums. City planning and renewal. M T 12, W 11. Henry.
- 304b *Seminar in Deviant Behavior*. Theories of social deviance and their application to selected social issues. Prerequisite: 211a. T 3-5. Henry.
- 305a *Seminar in Subcultures and Social Movements*. Topic for 1972-73: The Outsiders. Examination of protest groups and counter-cultural lifestyles. Individual research projects. M 7:30. Glazer.

COMPARATIVE SOCIAL STRUCTURE

- 214b *Population Problems and Policies*. The crucial role of population in current world developments. Trends and significance of basic factors: births, deaths, and migration. Population quality. Comparative survey of the population situation and policies in important areas of the world. M T W 9. Mair (Economics).
- 220b *Industrial Society*. Comparative analysis of culture, social structure, and institutions in industrial societies, with material drawn chiefly from Great Britain, the Soviet Union, and the United States. The role of education, science, and the mass media. Bureaucratization and the structure of power and control. Problems of work and leisure. M T 12, W 11. Chinoy.
- [221b *Modernization*. Demographic, economic, social, and political transformations and their consequences in societies undergoing modernization. Implications for culture and personality. Theories of social change and empirical techniques for analyzing change. Case studies from Asia, the Middle East, and Africa.]
- 223a *Contemporary Latin American Society*. Approaches to the analysis of the role of elites, the middle class, workers, peasants, and intellectuals in Latin America. Study of institutions affecting the role of these groups and their relations to each other. Open to students who have passed a course in the history of Latin America. M 12, T 11-12:50. Glazer.

SOCIOLOGY & ANTHROPOLOGY

- 224a *Family and Society*. A comparative approach to the study of the family as a social institution. M T W 9. Parsons.
- 255b *Sociology of Religion*. Relation of religious organization and beliefs to social and cultural factors. Major sociological interpretations of religion. Selected problems in primitive and higher religions. M T W 9. Parsons.
- 303a *Structure and Change in Modern Society (seminar)*. Organizational and cultural features of industrial society: bureaucracy, urbanism, rationality, mass media. Problems of consensus, control, and conflict: elites, ideology, order, counter-culture. Th 4. Chinoy.
- [322b *Seminar in Revolution and Reaction in Latin America*. Intensive case studies focused on Guatemala, the Dominican Republic, and Cuba. Influence of the United States and other countries on patterns of development.]

ANTHROPOLOGY

- 230b *Cultural Evolution*. Culture and the evolutionary process; physiological, behavioral, and environmental prerequisites to culture. The history of man from his initial appearance to the rise of the state in the Near East. Th 11-12:50, F 12. Hopkins.
- 231b *Ethnology of Africa*. Survey of the major ecological, racial, and cultural divisions of sub-Saharan Africa with intensive analysis of tribes selected to illustrate the range of precolonial societies and the consequences of European contact and control. Th 4. Hopkins.
- 232a *Political Anthropology*. Survey of the major structural variations in pre-industrial political systems. Theories of social control, the nature of law, state formation and expansion, and modern movements of protest. Principal emphasis on Sub-Saharan Africa. Th 4. Hopkins.
- [233b *Ideology: The Cultural Aspect of Politics*. An attempt to fashion a cross-cultural framework for the analysis of ideology. Evolution of the concept through Marx and Weber. The debate over "the end of ideology." Analysis of ideology in the context of a theory of culture. Admission by permission of the instructor. M T 1:40-2:50. Hyman.]
- [234b *Social Change in Southeast Asia*. An examination of the social, structural, cultural and psychological bases of change in Southeast Asia with particular emphasis on Malaysia, Singapore and Indonesia. Special concern with the effects of primordial loyalties on national integration and on theories of modernization. M 7:30. Hyman.]

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- [235b *Ritual and Myth*. Selected problems in the anthropology of ritual and myth. Theories and their application to data from specific societies.]
- 236a *Economic Anthropology*. Economic development programs in the context of village life. Economic development theory from the point of view of the peasant. Consideration of alternative strategies of development with special reference to the Soviet Union, Japan, China, and Cuba. M T 1:40-2:50. Hyman.
- 237a *Ethnology of North America*. Intensive analysis of several tribes selected to illustrate the range of social and cultural variation among North American Indians. A consideration of their present problems in terms of the dynamics of the past. Admission by permission of the instructor. M 7:30. Hyman.
- 330a *Seminar on Culture Contact and Change*. The impact of European expansion on tribal societies: factors in the transformation of traditional institutions and values. W 7:30. Hopkins.

THE MAJOR

Advisers: In Sociology: Chinoy, Glazer, Henry, Rose.

In Anthropology: Hopkins, Hyman.

Based on 101a or b in Sociology; 130a or b in Anthropology.

Requirements: Ten semester courses above the basis: 210a, 310b (Sociology students may elect to take 311b instead of 310b), at least six other semester courses in the department of which at least four are in the field of the student's concentration; the remaining two courses may be taken in the department or in related departments.

An examination of competence. Options: an assigned paper to be written during the second semester of the senior year or an examination at the end of the senior year.

Majors may spend the junior year abroad if they meet the College requirements. Students planning to major in the department and spend the junior year abroad should take at least one, preferably two, semester courses in the major during the sophomore year.

Adviser of graduate study: Chinoy.

HONORS

Director: Chinoy.

Based on 101a or b in Sociology; 130a or b in Anthropology.

SOCIOLOGY & ANTHROPOLOGY

Requirements:

1. A total of eight courses, above the basis, including 210a and 311b, and a Special Studies taken during the senior year designed to integrate the work in the major.
2. A long paper counting for two semesters' credit in the first semester of the senior year or divided between the two semesters of the senior year.
3. A Special Studies relating the subject of the thesis to wider fields in the second semester of the senior year.
4. An oral examination on the long paper and a written comprehensive examination which shall also serve as the examination of competence.

THEATRE AND SPEECH

PROFESSORS:	DENTON MCCOY SNYDER, M.A. †CHARLOTTE HACKSTAFF FITCH, A.M.
ASSOCIATE PROFESSORS:	WILLIAM EDWARD HATCH, M.A., <i>Chairman</i> ROSALIND SHAFFER DEMILLE, M.A. HELEN KRICH CHINOH, PH.D.
ASSISTANT PROFESSORS:	LEONARD BERKMAN, D.F.A. SUSAN KAY WALTNER, M.S. JEFFREY R. MILET, M.F.A.
INSTRUCTORS:	RICHARD ARAM KESHISHIAN, M.F.A. THOMAS ELDER, M.F.A. CIGDEM T. AKKURT, M.A.
TEACHING FELLOW:	LINDA L. SPOHN, B.F.A.

THEATRE

- 111a *Introduction to Theatre.* Analysis of the theatrical experience and of the contributions of the participants in the performance of drama throughout the major theatrical periods. Attendance required at selected performances. M 10-11:50, T 10. Berkman (*Director*), Snyder, deMille, Akkurt and other members of the Department.

HISTORY, LITERATURE, CRITICISM

- 211a *English Theatre and the Shakespearean Image.* English theatre and drama from the middle ages to the present. Stage history and actors' interpretations of selected plays of Shakespeare studied in relation to changing stage conventions and representative English playwrights from Marlowe, Jonson, and Webster to Coward, Osborne, Beckett, Arden, and Bond. W 10, F 10-11:50. Chinoy.
- 211b *Continental Theatre and the Beginnings of Modern Drama.* The contributions of romanticism and realism to the making of modern theatre. Selected Italian, French, German, and Russian plays from the 1680s to the 1880s including the work of Goldoni, Hugo, Dumas, Goethe, Schiller, Büchner, Gogol, Turgenyev, early Ibsen and Chekhov. W 10, F 10-11:50. Chinoy.
- 212a *Modern European Drama.* The plays, theatres, and playwrights of the late nineteenth and early twentieth centuries in Europe. From Ibsen and Chekhov to the widespread experimentation of the 1920s. The playwrights to be considered will include: Witkiewicz, Pirandello, Ghelderode, Brecht. Attendance required at selected performances. Enrollment limited to 90 students. M T W 9. Berkman.

THEATRE & SPEECH

- 212b *Modern European Drama*. Contemporary theatre in Europe from the 1930's to the present. The playwrights to be considered will include: Anouilh, Genet, Beckett, Pinter, Weiss, Mrozek, and Handke. Attendance required at selected performances. Enrollment limited to 90 students. M T W 9. Berkman.
- 213b *American Theatre and Drama*. Evolution of an American style in theatre art and development of American drama, especially from 1914 to the present. O'Neill to Albee and the Off-off Broadway playwrights. Attendance required at selected performances. W Th F 12. Chinoy.
- 214b *Black Theatre*. A study of the black experience as it has found expression in the theatre. Emphasis on the black playwrights, performers, and theatres of the 1950s to the 1970s. M 10-11:50. Berkman.
- [310a *History and Theories of Acting (seminar)*. The resources of the actor; the development of the profession; contribution of great actors; theories of acting from Plato and the rhetoricians to Stanislavsky, Brecht, Grotowski, and others. No performance required. Th 2-4. Chinoy.]
- [311a *Theatre Criticism and Theories of the Modern Stage (seminar)*. Professional play-going; writing reviews and critical essays; grounds of judgment of drama in performance; modern theories of the stage. Attendance at selected plays required. W 2-4. Chinoy.]
- 312a *Masters and Movements in the Theatre*. Topic for 1973-74: Stanislaw Ignacy Witkiewicz and Pure Form in Twentieth Century Polish Theatre. Students will examine all of the translated works of this interwar anti-realist in relation to such later Polish dramatists and dramatic theorists as Gombrowicz, Grotowski, Mrozek, and Rozewicz. Enrollment limited to twenty students. F 10-11:50. Berkman.
- 312b *Masters and Movements in the Theatre (seminar)*. Topic to be announced. Admission by permission of the instructor. Hours to be arranged. Chinoy.
- 313a *Dynamics of Drama (seminar)*. Consideration of how a play works. Structure of drama and major dramatic forms studied in selected plays and significant theories of drama from Aristotle to Brecht and Artaud. To alternate with 311a. Hours to be arranged. Chinoy.
- 314a *History and Theories of Staging (seminar)*. Theatre architecture and scenic design in major periods of theatre; relationship of performers and audience; theories of staging from the conventions of the past to the innovations of modern directors; organization of theatre as a social institution. No design ability required. To alternate with 310a. Hours to be arranged. Chinoy.

THEATRE & SPEECH

THEORY AND PERFORMANCE

In the following section: *L* indicates enrollment is limited to sixteen students and
P indicates permission of the instructor is required.

- 241a *Acting*. Games and improvisations based on idea and incident leading to improvisations based on material from literature and scenes from plays. *L* and *P*. Audition required on April 26 or 27. W 12, Th 11-12:50, F 12. Snyder.
- 241b A repetition of 241a. *L* and *P*. Audition required on November 26 or 27. W 12, Th 11-12:50, F 12.
- 242a *Acting*. Exercises. Scenes from plays. Application of exercises and improvisations to the performance of scenes. Prerequisite: 241a or 241b. *L* and *P*. M 12, T 11-12:50, W 11. Akkurt. Stage make-up laboratory session on alternate Thursdays 4-6. Keshishian.
- 242b A repetition of 242a. *L* and *P*. M 12, T 11-12:50, W 11. Akkurt.
- 251b *Stagecraft*. A study of general structural features of theatres that bear on the problems of mounting plays and the fundamental techniques and methods of production. *L* and *P*. M 12, T 11-12:50, W 11. Elder.
- 252a *Scene Design I*. A study of pictorial organization for the support of action and characterization in the production of plays with emphasis on designing the space and the decor. *L* and *P*. M T Th 2. Hatch.
- 253a *Stage Lighting*. The design of stage lighting and application of the principles of light, color, illumination, and electricity to the stage. Production work required. *L* and *P*. M 12, T 11-12:50, W 11. Milet.
- 254a *Introduction to Costume Design*. The aesthetics and history of costume design and their relationship to play interpretation and production techniques. The visual representation of characters on the stage from the viewpoint of the audience, the actor, and the designer. M 10-11:50, T 10. Keshishian.
- 261a, 261b *Writing for the Theatre*. The means and methods of the playwright and the writer for television and the cinema. Analysis of the structure and dialogue of a few selected plays. Exercises in writing for various media. Plays by students will be considered for production. *L* and *P*. T 11-12:50. Berkman.
- 341a *Directing*. The study and application of directorial techniques. *L* and *P*. W 12, Th 11-12:50, F 12. Akkurt.

THEATRE & SPEECH

- 341b *Directing*. Directorial analysis of plays projected through stage movement and business; independent projects. *L* and *P*. W 12, Th 11-12:50, F 12. Akkurt.
- 342a *Acting*. Serious scenes; comic scenes. Exercises, improvisations; and games applied to the solution of specific problems in acting. Prerequisites: 241 and 242 and *P*. M F 3-5. Akkurt.
- 343b *Acting*. Realistic scenes; style in scenes. Prerequisites: 241 and 242 and *P*. M F 3-5. Akkurt.
- 352b *Scene Design II*. An advanced study of the subjects described in 252a. Prerequisite: 252a or *P*. M T Th 2. Hatch.
- 353b *Advanced Stage Lighting*. Lighting the various forms of staging, including proscenium, thrust, arena, and dance. Studied through lecture, discussion, and the presentation and evaluation of lighting designs for specific plays. Prerequisite: 253a or *P*. *L*. M 12, T 11-12:50, W 11. Milet.
- 354b *Costume Design Techniques*. Production techniques, costume rendering, color, fabric, design and ornament, and introduction to construction and crafts: millinery, jewelry, masks and armor. Prerequisite: 254a and *P*. M T 3-5. Keshishian.

SPEECH

- 131a *Communication Theory and Practice*. Projects in various forms of oral communication. The historical, physiological and phonetic bases of speech. Intensive work on the individual speaking voice and communication skills. Individual conferences and recordings. M T W 9. Spohn.
- 131b A repetition of 131a. M 10-11:50, T 10. Spohn.
- 231a *Voice Training*. A laboratory course adapted to individual voice and articulatory needs. Voice recordings. *One-quarter course credit*. M 12, W 11. Spohn.
- 231b A repetition of 231a. M 12, W 11. Spohn.
- 232b *Oral Interpretation of Literature*. Principles and techniques of oral interpretation. Study and oral presentation of selected literary forms. Recommended background: 131a or b. M T W 9. Spohn.

THEATRE & SPEECH

- 235a *Reader's Theatre*. Theory and techniques of play reading as an art form. Study and presentation of selected plays from world drama. Recommended background: one semester of Speech, preferably 232b. T 3-4:50, Th 3. Spohn.
- [331a *Speech for the Classroom Teacher*. The development of speech in the child, problems of defective speech, speech arts in the classroom, and the speech of the teacher. Voice recordings. M 3-5 and an additional hour to be arranged. Fitch.]
- [332b *Oral Interpretation of Children's Literature*. A critical study of children's literature. The techniques of its oral interpretation. Practical experience in story-telling, reading aloud, and other forms of classroom presentation. Individual voice and speech practice. Sophomores admitted by permission only. M 3-5 and an additional hour to be arranged. Fitch.]

DANCE

In the following section: *L* indicates enrollment is limited to sixteen students and *P* indicates permission of the instructor is required.

- 122a *Improvisational Dance*. Designed to introduce the student to techniques of movement exploration and to relate dance to other areas of life, particularly to the individual student's major field of interest. F 10-11:50 and two studio hours. *L* and *P*. deMille (*Director*). Members of the Department.
- 122b A repetition of 122a. *L* and *P*. F 10-11:50 and two studio hours to be arranged. deMille (*Director*). Members of the Department.
- 221a *Dance Composition and Choreography*. Beginning principles of composition, including exploration of space, shape and dynamics, basic forms: two part, three part, theme and variations, and rhythmic studies. Prerequisite: 122a or b. *L* and *P*. T 3-4:50, Th 3. Waltner.
- 221b *Choreography and Production*. Further work in choreography with study of methods of production. Prerequisite: 221a or *P*. T 3-4:50, Th 3. Waltner.
- 222a *History of Dance*. Primitive, archaic, classic, medieval, Renaissance forms; investigating the scope and uses of dance in these periods as instruments of education, healing, religion, and politics. W 12, Th 11-12:50. deMille.
- 222b *History of Dance*. Spanish, ballroom, modern, contemporary, and avant-garde dancers and forms as expressive of social developments since the Renaissance. No performance required. W 12, Th 11-12:50. deMille.

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- 321a *Advanced Studies in Dance.* Topic for 1973-74: Creative process in dance and related arts. *L* and *P.* M 7-10. Waltner.
- 321b *Advanced Studies in Dance.* Topic for 1973-74: Sixteenth, seventeenth, and eighteenth century court dances. Course will include a study of both musical and dance forms. *L* and *P.* M 7-10. deMille.
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301a, 301b *Special Studies.* For qualified juniors and seniors. Admission by permission of the instructor and the Chairman of the Department.

GRADUATE

Adviser: Hatch.

- 400a, 400b *Research and Thesis/Production Project.* (May be taken for double credit with permission of the department.)
- 401a, 401b *Special Studies.*

By permission of the instructor and Chairman of the department, the following graduate courses are open to qualified senior majors.

- 412a *Advanced Studies in Acting, Speech, and Movement.* Performance techniques of period plays. Placement in voice and movement laboratories. Prerequisite: 343b. T 10-11:50, W 2-4, F 10-11:50. Snyder.
- 412b *Advanced Studies in Acting, Speech, and Movement.* Independent scene work and performance. Audition practice. Placement in voice and movement laboratories. Prerequisite: 342a or 412a. Hours to be arranged. Snyder.
- 413a, 413b *Advanced Studies in Design.*
- I. Scene Design. W 10, F 10-11:50. Hatch.
 - II. Lighting Design. M 10-11:50, T 10. Milet.
 - III. Costume Design and Cutting. T 12, W 2-4. Keshishian.
 - IV. Technical Production. Th 10-12:50. Milet.
- 414a, 414b *Advanced Studies in Directing.* Techniques and practice directing for stage (proscenium, in-the-round, and free space). Comparison with techniques of directing for film. *L* and *P.* F 2-6. Snyder.
- 415a, 415b *Advanced Studies in Dramatic Literature, History, Criticism, and Playwriting.*

THE MAJOR

Advisers: Members of the Department.

Basis: 111a and one semester of another introductory or intermediate course in the department. Another course in theatre may be substituted for 111a with permission of the department.

Requirements: In addition to the basis, ten semester courses. Two of these must be in Dramatic Literature; and of these only one may be in twentieth-century literature. Students will arrange programs in consultation with advisers to fulfill requirements for a general theatre major or a major with special emphasis. The areas of emphasis and the specific courses required within the ten are:

A. General Theatre

The program should include at least one course in each of the following areas: history, dramatic literature, criticism, acting, technical theatre, directing, and speech.

B. History, Dramatic Literature, Criticism

211a, b; 212a, b; 213b or 214b; 311a or 313a; 310a or 314a, or 341a.

C. Acting

231a or b; 241a or b; 242a or b; 342a; 343b; 341a or b; and one additional course in Speech. Also, Physical Education 10, 20, 30 or 40 each semester (not for academic credit).

D. Design

251a; 252a and 235a taken concurrently; 253a; 254a.

E. Directing

241a or b; 242a or b; 252a; 253a; 341a and b.

F. Playwriting

212a and b; 213b or 214b; 261a and b; 341a.

G. Speech

131a or b; 232b; 235a; 241a or b; 331a or 332b.

H. Dance

122a or b; 221a and b; 222a and b; 321a and b; three additional theatre courses (excluding dance courses) selected with the approval of the adviser; and Music 100a. Also, Physical Education 10, 20, 30 or 40 each semester (4 hours per week, not for academic credit).

Competence requirement: A long paper or a written report on a project. Topics for the paper or report must be worked out with an adviser and filed with the department no later than October 19. A board will give final approval of topics

THEATRE & SPEECH

and will evaluate the completed work. All papers and reports must be completed and submitted to the department no later than April 15.

or

A written examination based on the major field of concentration. This examination will be given in the second semester of the senior year. Election of the examination must be filed with the department no later than October 20.

On the first and third Thursdays of each month, the hours from 4 to 6 will be used for a required meeting of the faculty, graduate students and majors of the department.

HONORS

Director: Chinoy.

Requirements for the degree with honors:

1. Proposals for the Honors Program must be submitted to the department in the semester preceding entrance into the Honors Program and *no later than* the second semester of the Junior year.
2. Fulfillment of the general requirements of the major. These, listed above, should be taken as early as possible to allow for seminars and independent study in the department and in approved related departments during the Junior and Senior years.
3. Completion of an honors project, usually equivalent to two semester courses, to be submitted at the end of the first semester or not later than April 15 of the Senior year. This project may take the form of either a long paper in the literature, aesthetics, or history of any of the theatre arts *or* a creative work in acting, dance, design, direction, playwriting, speech, or stagecraft.
4. Two examinations: a general examination in the theatre arts, and an oral examination in the general field of the student's honors project.

OTHER COURSE OFFERINGS

CHINESE 122Da, 122Db *Intensive Elementary Chinese*. An intensive study of basic language patterns of spoken Chinese and training in speaking, reading, and writing at an elementary level. Prerequisite for 122Db: 122Da. Each semester carries double course credit. M 3-4:50, T 3-4:50, W 10-10:50, Th 4-5:50, and laboratory hours to be arranged. Kung.

CHINESE 212 *Modern Chinese (intermediate)*. Conversational Chinese and reading of modern Chinese writings, additional sentence patterns and characters and their combinations. Prerequisite: 111. T 11-11:50, Th 11-12:50 and two laboratory hours. Kung.

CHINESE 322 *Modern Chinese (advanced)*. Advanced study of grammatical structure of Chinese, and readings in modern literary Chinese materials. Prerequisite: 212 or the equivalent. M 10-11:50, T 10. Kung.

[CHINESE 333 *Modern Chinese Writings*. Selections from fiction and from documentary and newspaper styles. Prerequisite: 322 or permission of the instructor. Hours to be arranged. Kung.]

[CHINESE 444 *Classical Chinese*.]

GENERAL LITERATURE 291 *A Survey of Selected Literary Masterpieces from Homer to Tolstoy*. Lec. W 3; sect. M T W 10; W F 1:40-2:50; W Th F 9; Th F 1:40-2:50. Connelly (*Director*, first semester); Kern (*Director*, second semester); Young, Macdonald, Fayen.

HISTORY AND SOCIAL SCIENCE 293a, 293b *American Ideas and Institutions*. A study of American life and thought through intensive analysis of four representative generations from the eighteenth to the twentieth century. The adaptation of American values to changing economic, political, and social conditions. Open to freshmen by permission of the instructor. T 3-5. Fink (Education) and Weinstein (History) first semester; Salisbury (History), second semester.

HISTORY AND SOCIAL SCIENCE 395. *Interdepartmental Seminar in Economics, Government, History, and Sociology*. Topic for 1973-74: Women and Social Change. The role of women in traditional, developing, industrial, and revolutionary settings. Involvement of women in work, family, religion, and politics. Analysis of the factors that inhibit or promote changes in the position of women. Admission by permission of the instructors. McFarland (Economics), Fowlkes (Sociology and Anthropology), and Ackelsberg (Government).

HISTORY OF SCIENCE 395a *The Concept of Nature from the Pre-Socratics to Newton*. Enrollment limited to twenty students. M T 1:40-2:50, Th 2 at the option of the instructor. Burlingame.

OTHER COURSE OFFERINGS

HISTORY OF SCIENCE 396b *Science from Newton to 1900*. The role of the biological and physical sciences in shaping the modern world view. Enrollment limited to twenty students. M T 1:40-2:50, Th 2 at the option of the instructor. Burlingame.

[HISTORY OF SCIENCE 397b *The Scientific Revolution: 1600-1880 (seminar)*. The influence of theology and philosophy on the history of science. Topics include the role of teleology and natural theology in the development of astronomy, geology, and biology, and the interrelations of science and religion. Burlingame.]

SCIENCE 193a, [193b] *Science for the Humanist: Atoms and Galaxies*. First semester: Theories of motion as they apply to objects ranging in size from electrons to galaxies. Included are theories of Aristotle, Ptolemy, Copernicus, Kepler, Galileo, Newton, and Einstein. Second semester: The structure of large (Galactic) and small (atomic and molecular) systems. Theories of light, electricity, and matter as they pertain to ideas about the origin of the universe. The emphasis is on methods used to arrive at classical and modern theories. Four lecture-demonstrations and one discussion. W Th 10, F 10-11:50. Josephs (Physics).

SOCIAL SCIENCE 190a *Introduction to Statistics for Social Scientists*. The fundamental problems in collecting, summarizing, and interpreting empirical data, with attention to basic descriptive statistics, elementary probability, the concept of a sampling distribution and its role in statistical inference, association and correlation. Two class hours and one two-hour laboratory. Lec. M 12, W 11; lab. T 11-12:50. Mair (Economics), Jahnige (Government).

STUDENT INITIATED COURSE 101a or b. The Committee on Educational Policy may approve each year the offering of a limited number of student-initiated courses, open to juniors and seniors only. At least ten and no more than fifteen students must enroll in such a course and the course must have a faculty adviser from an appropriate discipline. An outline of the procedures for proposing a student-initiated course and the information which the proposal should provide is available in the Office of the Dean of the College. The deadline for submission of a proposal to the Committee on Educational Policy for approval is May 1 and November 1 for a course to be offered in the first and in the second semester, respectively.

HISTORY OF SMITH COLLEGE

Smith College began in the conscience of a New England woman. The sum of money with which the first land was bought, the first buildings erected, and the foundations of the endowment laid was the bequest of Sophia Smith who, finding herself at the age of sixty-five the sole inheritor of a large fortune, left it for the founding of a college for women because after much perplexity, deliberation, and advice, she had concluded that in this way she could best fulfill a moral obligation.

The advice had its inception in the mind of a New England minister. From John Morton Greene, Sophia Smith received suggestions which she pondered and discussed, and from among which she finally accepted that which we must acclaim as the wisest and most beneficent. The idea that Mr. Greene presented and Sophia Smith adopted is clearly expressed in a passage in Sophia Smith's will that must be regarded as their joint production, drafted by him, amended and approved by her. The language is as follows:

I hereby make the following provisions for the establishment and maintenance of an Institution for the higher education of young women, with the design to furnish for my own sex means and facilities for education equal to those which are afforded now in our Colleges to young men.

It is my opinion that by the higher and more thorough Christian education of women, what are called their "wrongs" will be redressed, their wages adjusted, their weight of influence in reforming the evils of society will be greatly increased, as teachers, as writers, as mothers, as members of society, their power for good will be incalculably enlarged.

Later, after enumerating the subjects which still form a vital part of the curriculum of the College, she adds: "And in such other studies as coming times may develop or demand for the education of women and the progress of the race, I would have the education suited to the mental and physical wants of woman. It is not my design to render my sex any the less feminine, but to develop as fully as may be the powers of womanhood, and furnish women with the means of usefulness, happiness and honor, now withheld from them." She further directed that "without giving preference to any sect or denomination, all the education and all the discipline shall be pervaded by the Spirit of Evangelical Christian Religion."

When one considers what would today be regarded as the somewhat narrow and puritanical type of culture in which the authors of these sentences were living, one cannot fail to be impressed by their wisdom, liberality, and farsightedness. The general terms in which the purposes of women's education are defined are perfectly valid today. Provision is made for change of outlook and development in the scope of education. While the fundamentally religious interest of the founder is stressed, the College is kept clear of entanglement with institutional Christianity.

HISTORY OF SMITH COLLEGE

I

It is one thing to state an ideal and give a commission, it is another to carry them out. Laureus Clark Seelye in 1873 undertook the presidency of the new college, and in 1875 Smith College was opened with fourteen students. His inaugural address laid down the main lines of educational policy on which the new college was to run, and again it is amazing to note how little these have to be modified to describe the College of today. There is the same high standard of admission, matching that of the best colleges for men, the same breadth in the curriculum, the same interest in literature, art, music, and what are now classed as the natural and social sciences. What we are less likely to note is the faith needed to establish these standards and to stick to them in an atmosphere of skepticism and ridicule.

For thirty-five years President Seelye carried the College forward. Its assets grew from the original bequest of about \$400,000 to over \$3,000,000; its faculty from half a dozen to one hundred twenty-two; its student body from fourteen to 1635; its buildings from three to thirty-five. These figures are a testimony to his remarkable financial and administrative ability, yet they are chiefly important as symbols of a greater achievement. With few educational theories—none of them revolutionary—he had set going a process for the molding of the minds and spirits of young women, had supervised the process for a generation, and had stamped upon several thousand graduates the mark of his own ideals and his own integrity.

II

It is hard to follow the king, and the problem which faced President Seelye's successor was no easy one. The growth of the College had acquired a strong momentum, and numbers increased of themselves; Marion Le Roy Burton's task was to perfect the organization for taking care of these numbers. This meant the modernizing of the business methods of the administration, the improvement of the ratio of instructors to students, the raising of salaries to retain and improve the staff, the providing of more adequate equipment, and the revision of the curriculum. The seven years of his service saw the further growth of the College to over 1900 students, the increase of its assets by over \$1,000,000, and substantial progress in educational efficiency. The business reorganization was well begun when in 1917 President Burton accepted the presidency of the University of Minnesota.

III

Now one of the largest women's colleges in the world, Smith College faced problems which it shared with both colleges and universities. President William Allan Neilson set about to develop all the advantages which only a large institution can offer, and at the same time to avoid any disadvantages which might be inherent in the size of the institution. While the number of instructors was constantly increased, the number of students was held to approximately two thousand. With the construction of further dormitories, each one of them housing sixty or seventy students

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in accordance with the original "cottage plan" of the founders, it became possible for all students to live "on campus." An expanded administrative system provided a separate Dean for each college class, a staff of five resident physicians, and a Director of Vocational Guidance and Placement. In addition, the curriculum was revised under President Neilson's guidance in order to provide a pattern still familiar in institutions throughout the country: a broad general foundation in various fields of knowledge followed by a more intensive study of a major subject.

There were other innovations. The School for Social Work resulted from a suggestion that the College give training in psychiatric social work and thus serve in the rehabilitation of veterans of World War I. The Smith College Day School and the Elisabeth Morrow Morgan Nursery School gave students in education a field for observation and practice teaching. The Junior Years Abroad, Special Honors programs, and interdepartmental majors in science, landscape architecture, and theatre added variety and excitement to the course of study.

Yet the great contribution of President Neilson's long administration did not lie in any of these achievements or in their sum. In his time Smith College came to be recognized in America and abroad not only as a reputable member of the academic community but as one of the leading colleges of this country, whether for men or women. Its position in the front rank was established. Its size, its vigor, the distinction of its faculty, and the ability of its alumnae were factors in this recognition; but a certain statesmanlike quality in its President had much to do with bringing it to the fore whenever academic problems were under discussion. Whenever Mr. Neilson went, his ability to penetrate to the heart of a question helped to clarify thinking, dissipate prejudice, and foster agreement; and the College rose with him in the estimation of the educational world and of the country.

IV

The fourth administration of Smith College began, like the third, in a time of international conflict, under the cloud of wars and rumors of wars. President Neilson retired at the end of the academic year 1938-39; during the interregnum Elizabeth Cutter Morrow served her college as Acting President and earned its deep gratitude. At the opening of the year 1940-41, President Herbert Davis, formerly Professor of English at the University of Toronto and at Cornell University, took office.

The college went into year-round session in order to allow for acceleration on an optional basis; members of the faculty and staff were called into many fields of government service. The Navy Department invited Smith College to provide facilities for the first Officers' Training Unit of the Women's Reserve, and between August, 1942, and the closing of the school in January, 1945, more than ninety-five hundred women received their commissions.

After the war, the College returned to its regular calendar, and a revised curriculum proposed by a Faculty Committee was adopted. Much-needed building projects were carried out. Among them was a new heating plant and the establishment

HISTORY OF SMITH COLLEGE

of a student recreation hall which, at the request of the students, was named Davis Center in honor of their president, shortly before he left in June, 1949 to accept a post at Oxford University.

V

The anniversary year 1949-50 opened under President Benjamin Fletcher Wright, formerly Professor of Government at Harvard University and Chairman of that University's Committee on General Education. The Inauguration of the President and the Convocation in honor of the seventy-fifth year, held jointly on the 19th and 20th of October, were marked in word and spirit by recognition not only of the brilliant record of the past but of a great responsibility toward the future. "Our legacy is not narrow and confining," said Mr. Wright. "The founders of this College faced their own times with courage, and they had confidence that later generations would advance their work. We shall be faithful to that trust only if we carry on our heritage in their spirit." At the end of the year this confidence was notably demonstrated in the successful completion of the Seven Million Dollar Fund representing four years of devoted effort on the part of alumnae, students, and friends of the College.

Among the achievements of President Wright's administration were the introduction of interdepartmental courses and the expansion of the honors program. In spite of increasing financial burdens the economic situation of the College was improved, faculty salaries were increased, and the College received a large gift to be used for a new faculty office and class room building to be named in the President's honor. After ten years in office, Mr. Wright resigned in order to resume teaching and research in the field of constitutional law.

VI

The sixth administration of the College was assumed in the fall of 1959 by Professor Thomas Corwin Mendenhall, who came to Smith College from the Department of History at Yale University where his most recent administrative posts had been Master of Berkeley College and Director of the Master of Arts in Teaching Program.

In President Mendenhall's administration, the curriculum has once again been re-examined and revised to adjust it to the changing needs of an increasingly well-prepared student body. No longer are specific courses required for graduation and emphasis has been placed on the interests and capacities of the individual student, through departmental honors programs, the Smith Scholars program, and independent study. Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts have broadened their previously established Five College Cooperation to make available to their students and faculties a variety of jointly sponsored facilities and opportunities (see p. 42). The Clark Science Center now provides the College with modern facilities for teaching and research in the Sciences; a Center for the Performing Arts unites a new theatre and studios for work in theatrical production and the dance with the Werner Josten Library of the ad-

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joining Department of Music; and the Fine Arts Center furnishes new quarters for the Museum of Art, the Art Library, and both the history and the studio teaching programs of the Department of Art.

The growth of Smith College is evident enough in the contrast between the small beginnings and the present achievement: between the original corner lot of thirteen acres and a campus of 400 acres, including the astronomy observatory site in Whately; between Sophia Smith's legacy of \$400,000 and total assets of \$155,688,164, between the first class of fourteen and the 1972-73 enrollment of 2,520; between the eleven graduates of 1879 and an alumnae roster of 35,873. Expansion has meant no change in the ideals set for the College by the founders and carried on by all the great company who have loved and worked for Smith College. By putting quality first, by coveting the best, by cherishing the values for which the College has always stood, those who serve it now are united in devotion and in commitment with all who have served it in the past. It is this corporate loyalty which has always been, and will continue to be, the abiding strength of Smith College.

THE WILLIAM ALLAN NEILSON CHAIR OF RESEARCH

The William Allan Neilson Professorship, commemorating President Neilson's profound concern for scholarship and research, has been held by the following distinguished scholars:

KURT KOFFKA, PH.D. *Psychology*. 1927-32.

G. ANTONIO BORGES, PH.D. *Comparative Literature*. 1932-35.

SIR HERBERT J. C. GRIERSON, M.A., LL.D., LITT.D. *English*. Second semester, 1937-38.

ALFRED EINSTEIN, DR. PHIL. *Music*. First semester, 1939-40; 1949-50.

GEORGE EDWARD MOORE, D.LITT., LL.D. *Philosophy*. First semester, 1940-41.

KARL KELCHNER DARROW, PH.D. *Physics*. Second semester, 1940-41.

CARL LOTUS BECKER, PH.D., LITT.D. *History*. Second semester, 1941-42.

ALBERT F. BLAKESLEE, PH.D., SC.D. (HON.) *Botany*. 1942-43.

EDGAR WIND, PH.D. *Art*. 1944-48.

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- DAVID NICHOL SMITH, M.A., D.LITT. (HON.), LL.D. *English*. First semester, 1946-47.
- DAVID MITRANY, PH.D., D.SC. *International Relations*. Second semester, 1950-51.
- PIETER GEYL, LITT.D. *History*. Second semester, 1951-52.
- WYSTAN HUGH AUDEN, B.A. *English*. Second semester, 1952-53.
- ALFRED KAZIN, M.A. *English*. 1954-55.
- HARLOW SHAPLEY, PH.D., LL.D., SC.D., LITT.D., DR. (HON.) *Astronomy*. First semester, 1956-57.
- PHILIP ELLIS WHEELWRIGHT, PH.D. *Philosophy*. Second semester, 1957-58.
- KARL LEHMANN, PH.D. *Art*. Second semester, 1958-59.
- ALVIN HARVEY HANSEN, PH.D., LL.D. *Economics*. Second semester, 1959-60.
- PHILIPPE EMMANUEL LE CORBEILLER, DR.-ÈS-SC. A.M. (HON.) *Physics*. First semester, 1960-61.
- EUDORA WELTY, B.A., LITT.D. *English*. Second semester, 1961-62.
- DÉNES BARTHA, PH.D. *Music*. Second semester, 1963-64.
- DIETRICH GERHARD, PH.D. *History*. First semester, 1967-68.
- LOUIS FREDERICK FIESER, PH.D., SC.D. (HON.), D.PHARM. (HON.) *Chemistry*. Second semester, 1967-68.
- WOLFGANG STECHOW, DR.PHIL., L.H.D., D.F.A. (HON.). *Art*. Second semester, 1968-69.
- ROBERT A. NISBET, PH.D. *Sociology and Anthropology*. First semester, 1971-72.

GENERAL INFORMATION

Community life and interests are an integral part of the education offered by Smith College. A large number of student organizations—of a civic, cultural, athletic, religious, political, social, pre-professional, or service nature—have the lively support of interested members of the student body to whom they give valuable experience. For some of these activities, such as the largely autonomous student government and the various campus publications, the students themselves are almost wholly responsible; for others, such as the formal musical activities, faculty direction is provided.

Life on the campus is also enriched by an extensive program of lectures and concerts which bring to the College distinguished speakers and musicians from this country and abroad. Additional lectures, concerts, recitals, plays, films, exhibitions, and panels by both the faculty and the students make for a full and varied calendar. This wealth of activities on the campus is further enhanced by numerous opportunities to attend or participate in programs at the other institutions in the Valley.

Faculty and student legislation relating to residence and attendance is printed in full in *The College Handbook*.

THE HOUSES

The basic unit of the campus community is the college house which in most cases accommodates forty to eighty students representing all four classes. Assignments to houses are made in the order of registration for admission to college. Although most students stay in the same house during their years at Smith, a student may move from one house to another each year and, in limited cases, at midyear. The order of assignment after the freshman year is determined by lot.

Except for a few smaller houses which are grouped together to make a single unit, each college house has its own living room and dining room. Each house which has a dining room has a Head Resident who provides for the welfare of the house members and does certain administrative duties for the house. In some houses there is also a resident member of the faculty. Social regulations governing life in the houses are administered by the Student Government Association. Every student is expected to contribute up to four hours a week of light service to the house in addition to taking care of her own room.

RELIGIOUS LIFE

The Helen Hills Chapel is a place where religious and social concerns are given expression. There are services of worship in the Protestant, Catholic and Jewish traditions each week. The Christian Council, Newman Association and B'nai B'rith Hillel Foundation all present other programs of religious, ethical and

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cultural interest during the academic year. Other student religious groups are encouraged to meet in the Chapel and to use its facilities for their programs. Area churches, synagogues and other religious communities also make a special effort to welcome students to their services and programs.

The Chaplain and the Associate and Assistant Chaplains are available to the college community for religious and personal counsel at their offices in the Bodman Religious Center, downstairs in the Chapel. The Bodman Center also includes a lounge and an extensive collection of books and periodicals of religious interest.

The Service Organizations of Smith (S.O.S.), also headquartered at the Chapel, provide opportunities for volunteer service at a dozen or more agencies and projects in Northampton, Springfield and their vicinity. S.O.S. also mounts an extensive fund-raising effort each year for the support of local, national and international charitable projects.

The Smith College Choir and the Freshman Choirs, Alpha and Omega, rehearse regularly in the Chapel and sing frequently at services of worship and at concerts on the Smith College campus and elsewhere.

HEALTH

The Health Service is directed by the College Physician assisted by a medical staff of three other full-time physicians, one half-time physician, and one part-time psychiatrist. The services of specialists are readily available in Northampton and Springfield for consultation in cases of unusual or serious illness. The Student Counseling Service, headed by the psychiatrist and staffed by two full-time counselors, provides confidential counseling for students who are concerned about personal problems. As part of its emphasis on preventive medicine, the Health Service also exercises supervision of the health of all of the college service employees.

The Elizabeth Mason Infirmary is a modern hospital fully accredited by the Joint Commission on Accreditation of Hospitals. The ground floor of the Infirmary houses the outpatient offices of the medical staff. The Counseling Service has offices on the first floor in the East Wing. In addition to physicians and administrative personnel, the Health Service staff includes both a laboratory and an x-ray technician and eighteen registered nurses employed full or part-time.

The College has its own insurance plan, underwritten by Blue Cross-Blue Shield, which gives the student unusual protection in the special circumstances of a residential college, in addition to protecting her over a twelve-month period whether or not she is in residence at college. Although participation is optional, students are urged to take out the College's insurance since other insurance plans often do not provide the extent of coverage for both in- and outpatient services that the Col-

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lege plan does. If the student does not have College insurance, she must have protection under some other plan and must furnish the Treasurer's Office with the name and address of the insurance carrier and the student's membership number.

The health fee of \$70 pays for outpatient services that include examination by the College Physicians, most laboratory examinations, and treatment by the college physicians. Treatment includes some medicines, physical therapy in the form of ultra-violet irradiation, supervised exercises when ordered by an orthopedist and heat such as hydrocollator and whirlpool baths, injections for desensitization as requested by a student's own physician and, in addition, most immunizations needed for foreign travel. Some orthopedic appliances, such as crutches, canes, slings, are available on loan.

Complete physical examinations are performed as required for graduate school, employment applications or other special programs.

The College doctors and counselors are always available for conference with students.

In the interest of individual and community health, every student is expected to comply with the health regulations which are outlined in *The College Handbook*.

VOCATIONAL COUNSELING AND PLACEMENT

The Vocational Office assists students and alumnae with career planning and also supplies specific information about employment opportunities, permanent and summer. In addition, it provides information concerning postgraduate training, arranges group meetings and discussions about various vocations, and schedules interviews with employers and representatives of graduate schools who visit the campus. Letters of recommendation are collected for undergraduates, seniors, and alumnae from employers, faculty, and members of the administration, and they become part of a cumulative record kept for every student and alumna. These records are on file in the Vocational Office and are available to be sent upon request to prospective employers, graduate schools, and scholarship committees.

BUILDINGS AND GROUNDS

COLLEGE HALL, dedicated in 1875 at President Seelye's inauguration, originally contained all the facilities of the College except for housing. It continues to serve as the main administration building. The tower houses the twenty-three-bell Dorothea Carlile Carillon presented by her family as a memorial to Dorothea Carlile of the Class of 1922. The BUSINESS ADMINISTRATION ANNEX is located at 30 Belmont Avenue.

JOHN M. GREENE HALL, named in honor of the Reverend John M. Greene, Sophia Smith's principal adviser in the founding of the College, is a large auditorium built

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in 1910 with gifts from John D. Rockefeller and other donors. It seats 2066 with additional seating space on the stage. The four-manual Austin organ of seventy stops, built in 1910, was presented by the Class of 1900 as a memorial to Cornelia Gould Murphy.

THE WILLIAM ALLAN NEILSON LIBRARY, the gift of Andrew Carnegie, alumnae, and friends, was built in 1909 and enlarged in 1937 and again in 1962. In addition to the offices and a major portion of the collection of the Smith College Library, it houses the College Archives, the Sophia Smith collection, departmental study rooms, carrels for students, and faculty offices.

The Smith College Library contains 820,000 volumes, this number including those books and pamphlets housed for greater convenience in the libraries of the fine arts, performing arts, and science centers; over 2,500 current periodicals, and 50 daily newspapers. The open-stack system permits free access to all books.

THE HELEN HILLS CHAPEL, completed in 1955, provides a place for public worship and private meditation. The Clara P. Bodman Religious Center, located in the Chapel, contains a lounge and library, a choir room, offices for the Chaplains and campus religious organizations, and headquarters for campus social service activities. The three-manual Aeolian-Skinner organ of thirty-nine stops, built in 1955, was presented by Mrs. Hills as a memorial to her husband, James Mandley Hills.

PIERCE HALL, built in 1882 as Music Hall, served as the home of the Department of Psychology from 1924 to 1967 and is named in memory of Professor Arthur Henry Pierce of that department. It now contains administrative offices as well as classrooms and faculty offices.

LILLY HALL, given in 1886 by Alfred Theodore Lilly as a Hall of Science, was used for that purpose until the completion of the new Science Center in 1966. It now contains administrative offices, classrooms, and the Afro-American Cultural Center.

SEELYE HALL, given in 1899 by friends of President Seelye, contains twenty-four classrooms, faculty offices, spaces for certain student activities, and the bookstore.

HATFIELD HALL, built in 1877 as Hatfield House and named for the town where Sophia Smith had spent her life, became an academic building in 1926. It provides seminars and classrooms, conversation rooms for the modern languages, and faculty offices.

WRIGHT HALL, completed in 1961 and named for President Wright, contains fifty-five faculty offices, eight seminar rooms, a language laboratory, a social science research center, a conference lounge, and a lecture hall seating 404. TYLER ANNEX and 10 PROSPECT STREET contain an additional 22 faculty offices.

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THE CENTER FOR THE PERFORMING ARTS is a quadrangle consisting of Sage Hall, built in 1924, and new buildings completed in 1968, including the Theatre Building, the Berenson Studio, and the Werner Josten Library. The tower, given in memory of Florence Jeffrey Carlile '93, contains a peal of eight bells hung for change ringing.

SAGE HALL, named in honor of Mrs. Russell Sage, contains the classrooms, offices, practice rooms, and listening rooms of the Department of Music. It also has an auditorium seating 743, used for recitals, lectures, and motion pictures, and a small classroom theatre.

THE THEATRE BUILDING includes two theatres and such supporting facilities as a costume studio, a design studio, a sound studio, a television studio with separate control room and make-up, dressing, and storage rooms, as well as a scene shop, student lounge, and Green Room. The main theatre, Theatre 14, given in honor of the Class of 1914 by a member of the class, seats 460 and is fully equipped for student use. The Hallie Flanagan Studio Theatre, named in honor of Hallie Flanagan Davis, a former Dean of the College, permits experimentation with a variety of stage presentations through the use of movable seats for a maximum of 200 persons.

THE BERENSON STUDIO, named in memory of Senda Berenson Abbott, the College's first Director of Physical Training, provides accommodations for both individual and class instruction in two dance studios. The larger contains a viewing gallery and equipment for dance demonstrations.

THE WERNER JOSTEN LIBRARY, named in memory of Professor Josten of the Department of Music, houses the collections of the Smith College Library related to the performing arts, including 44,000 books and scores and over 42,000 recordings. Rooms for individual and group listening, as well as reading rooms, are provided.

THE CLARK SCIENCE CENTER, given by Mrs. W. Van Alan Clark (Edna McConnell '09) and other donors, comprises a completely renovated Burton Hall and two new buildings, McConnell Hall and Sabin-Reed Hall. The Center meets the most exacting specifications for modern scientific experimentation and equipment. In addition to formal class laboratories, there are areas for graduate and advanced undergraduate research. Each instructor has his own office and laboratory. All departments share the use of an auditorium seating 200, general classrooms and seminar rooms, radiation laboratories, quarters for animals, a machine shop, a stock room, and special equipment.

BURTON HALL, named for President Burton, was built in 1914 and reopened after renovation in 1967. It contains the Department of Psychology, most of the Department of Geology, and the administrative offices of the Clark Science Center.

McCONNELL HALL, opened in December 1965, was named in memory of David McConnell. It houses the Departments of Astronomy, Mathematics, and Physics, the Computer Center, and a large lecture hall.

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SABIN-REED HALL, named for Dr. Florence Sabin '93 and Dr. Dorothy Reed Mendenhall '95, was completed in September 1966. It contains the Departments of Chemistry and the Biological Sciences and part of the Department of Geology, as well as the Science Library of 75,000 volumes.

THE LYMAN PLANT HOUSE, given in 1896 in memory of Anne Jean Lyman, includes greenhouses illustrating the vegetation of different climates and spaces for teaching and experimentation in horticulture. Adjoining it is the BOTANIC GARDEN designed for horticultural study, with sections to illustrate plant classification and habits. Arranged about the college grounds are smaller gardens and numerous varieties of native and imported trees and shrubs.

THE OBSERVATORY, located in West Whately, was completed in 1964. It contains a 16-inch reflecting telescope used for advanced teaching and research. A smaller telescope and other instruments for undergraduate teaching are installed on the roof of McConnell Hall.

THE FINE ARTS CENTER, completed in the fall of 1972, includes Tryon Hall, Hillyer Hall, and Graham Hall, grouped about a central Sculpture Court.

TRYON HALL, named in memory of Dwight W. Tryon, houses the Smith College Museum of Art. In addition to galleries for the permanent collection and special exhibitions, it includes storage areas for paintings and other works of art, a conservation room, offices, a record center, and a conference lounge.

HILLYER HALL, named for Winthrop Hillyer, contains teaching studios for architecture, design, drawing, graphics, painting, photography, sculpture, and typography, as well as classrooms and study rooms, faculty offices and studios, a shop, and student and staff lounges. It also houses the Hillyer Art Library of over 30,000 volumes, and collections of 54,000 photographs and 108,500 slides.

GRAHAM HALL, named for Christine A. Graham '10, is a large multipurpose hall suitable for lectures, exhibitions, and multimedia presentations.

STODDARD HALL, built in 1899 and enlarged in 1918, was named in honor of John Tappan Stoddard, Professor of Physics and of Chemistry.

GILL HALL and FORT HILL HOUSE are used by the Department of Education and Child Study for the Smith College Campus School. Gill Hall, built in 1918 and named for relatives of Bessie T. Capen, was one of five buildings of the former Capen School acquired by the College in 1921 as a bequest of Miss Capen. Enlarged in 1964 by the addition of eight modern classrooms, it contains also the library, art room, music room, science laboratory, and gymnasium of the elementary school. The preschool is housed at Fort Hill House. MORGAN HALL, named for Elisabeth Morrow Morgan '25, contains offices and classrooms for the department.

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THE ALUMNAE GYMNASIUM, given by alumnae and their friends in 1891, includes two bowling alleys and four squash courts in addition to the main floor and offices.

THE SCOTT GYMNASIUM, built in 1924 and named in honor of Colonel Walter Scott, contains a large floor used for volleyball, basketball, and fencing, a room for dance, two smaller gymnasiums for group gymnastics, a graduate student classroom and library, a swimming pool 75' x 23', an undergraduate lounge, and department offices.

THE RECREATION FIELDS, over thirty acres in extent, including the Allen Field, the gift of Frank Gates Allen, and the Athletic Field, afford opportunities for such sports as hockey, soccer, baseball, lacrosse, tennis, archery, volleyball, and practice golf. A short distance away are the RIDING STABLES and INDOOR RIDING RING. The FIELD HOUSE was built in the summer of 1939 with funds given by the Classes of 1938 and 1939, the undergraduates, the Athletic Association, and the Trustees. Besides space for storage and dressing rooms, it contains a lounge and kitchenette. The BOATHOUSE and the CREW HOUSE on Paradise Pond, built in 1910-11, have accommodations for canoes, rowboats, sailboats, and eight rowing shells, as well as a large recreation room used principally for dance.

DAVIS STUDENT CENTER, the student recreation building, built in 1898 and acquired under the will of Bessie T. Capen in 1921, contains a food shop and lounge area, TV room, ballroom, and committee rooms for student organizations. It was named by the students in honor of President Davis. CAPEN ANNEX is an adjacent building housing the offices of student publications and other student organizations.

HAMPSHIRE HOUSE, the campus headquarters of students who live at home, includes a large living room with kitchenette, a study room, and dressing facilities.

ELIZABETH MASON INFIRMARY, which commemorates Elizabeth Mason Howland '04, was opened in 1919. With the Florence Gilman Pavilion, added while Smith was host to the Naval Officers' Training School and enlarged in 1950-51, it constitutes an attractive, well-equipped, fire-resistant hospital with a capacity of sixty-eight beds. It is fully accredited by the Joint Commission on Hospital Accreditation. The outpatient offices of the medical staff and the offices of the counseling service are housed in the infirmary building.

THE ALUMNAE HOUSE, presented to the College by the Alumnae Association in 1938, contains offices for the staff of the Association, and a variety of meeting rooms for the use of the alumnae and College, including a conference room seating 225.

THE FACULTY CENTER, given by the members of the Board of Trustees in 1960, includes a dining room, a lounge, and several meeting rooms.

GENERAL INFORMATION

THE PRESIDENT'S HOUSE, built in 1920 on a hillside looking over Paradise Pond toward Mount Tom, is designed to be suitable for official College functions as well as for residential purposes.

THE SERVICES AND STORES BUILDING, built in 1899 and acquired in 1946, contains the offices of the Department of Buildings and Grounds and a variety of shops and storage areas. Nearby are the Central Heating Plant, built in 1947, and the Central Chiller Plant, added in 1967.

THE COLLEGE LAUNDRY, a fully-equipped laundry and dry-cleaning plant, built in 1921, offers its services to members of the College community.

THE COLLEGE HOUSES

The thirty-six residence units provide living accommodations for approximately twenty-three hundred students.

THE OLD CAMPUS: Chapin, Clark, Dewey, Elizabeth Drew, the Hopkins group (three neighboring houses), Hubbard, Lawrence, Morris, 150 Elm Street, Tenney (a cooperative house for upperclassmen), Tyler, Washburn, and two houses, Haven and Park, sharing dining facilities with two of the three houses for men on the Twelve College Exchange, Wesley and Park Annex, respectively.

THE CAMPUS NORTHEAST OF ELM STREET: Albright, Baldwin, Capen, Cutter, Dawes (the French House), Gillett, Lamont, Mary Ellen Chase and Eleanor S. Duckett (for seniors), Northrop, Parsons and Parsons Annex, Sessions and Sessions Annex (for men on the Twelve College Exchange), Talbot, Ziskind.

THE QUADRANGLE HOUSES: Comstock, Cushing, Ellen Emerson, Franklin King, Gardiner, Jordan, Laura Scales, Martha Wilson, Morrow, Wilder.

THE GRADUATE HOUSE: 8 Bedford Terrace.

SUMMARY OF ENROLLMENT, 1972-73

	In Residence	Not in Residence
FRESHMAN CLASS (1976)	622	
SOPHOMORE CLASS (1975)	626	11
JUNIOR CLASS (1974)	456	191
SENIOR CLASS (1973)	658	35
TOTALS	2362	237
GRADUATE STUDENTS		
Degree Candidates	132	
Part-time	39	
SPECIAL STUDENTS	4	

SMITH STUDENTS studying in the Junior Year Abroad Programs and students on leave from the College are included in the above totals of students "not in residence."

GUEST STUDENTS on campus included in the above counts: Class of 1973, 16; Class of 1974, 35; Class of 1975, 19; Class of 1976, 1.

JUNIOR YEAR ABROAD STUDENTS (Smith/Guests): Paris 20/5; Germany 15/7; Geneva 28/9; Italy 5/3; Elsewhere 26.

FIVE COLLEGE STUDENTS taking courses at Smith College: First semester 469; Second semester 612.

GEOGRAPHICAL DISTRIBUTION OF STUDENTS

UNITED STATES	Class of 1973	Class of 1974	Class of 1975	Class of 1976	Graduate Students
Alabama	6	1			
Alaska		1	1		
Arizona		6	1	2	1
Arkansas		1			
California	19	16	19	14	4
Colorado	5	5	5	6	
Connecticut	63	60	63	52	6
Delaware	3	3	7	3	
District of Columbia	6	7	4	6	
Florida	12	10	15	7	2
Georgia	5	6	9	6	1
Hawaii	2	2	2	3	
Idaho		1			
Illinois	27	20	24	13	
Indiana	7	7	2	3	
Iowa	5	1	3	3	1
Kansas	4	1	3	1	1
Kentucky	1	2	2	2	
Louisiana	3	1	3		
Maine	12	8	7	7	2
Maryland	24	11	28	18	
Massachusetts	104	124	106	119	119
Michigan	8	6	6	4	1
Minnesota	3	5	8	11	
Mississippi			2	1	
Missouri	8	14	8	6	
Montana			2	2	
Nebraska	1	1		2	
Nevada	1				
New Hampshire	8	12	11	10	1
New Jersey	42	47	51	43	3
New Mexico	1		2		
New York	121	114	118	135	15
North Carolina	5	5	6	5	2
Ohio	25	17	27	28	1
Oklahoma	6	2	2		
Oregon	1	2		2	4
Pennsylvania	45	34	27	36	5
Puerto Rico				1	

GEOGRAPHICAL DISTRIBUTION OF STUDENTS

	Class of 1973	Class of 1974	Class of 1975	Class of 1976	Graduate Students
Rhode Island	9	6	4	9	
South Carolina	2	3	1		2
South Dakota	1				
Tennessee	4	3	3	3	
Texas	12	9	12	3	2
Utah	1			1	
Vermont	1	3	5	7	1
Virginia	22	15	17	17	3
Virgin Islands				1	
Washington	8	3	3	6	1
West Virginia	1	2	1		
Wisconsin	7	7	5	6	1
Wyoming		1	2		

FOREIGN COUNTRIES

	Class of 1973	Class of 1974	Class of 1975	Class of 1976	Graduate Students
Argentina	1			1	
Austria				2	1
Bahamas	2				
Belgium				2	
Brazil	1				
Canada	4	6	1	3	1
Canal Zone	1				
England	3	4	1	1	1
Ethiopia			1		
Finland			1		2
France	1			1	
Germany					1
Holland					1
Hong Kong		2	1	2	1
Israel					1
India	1	1			2
Ireland			1		
Iran			1		

GEOGRAPHICAL DISTRIBUTION OF STUDENTS

	Class of 1973	Class of 1974	Class of 1975	Class of 1976	Graduate Students
Japan		1		2	1
Kenya	1				
Korea			1		
Lebanon	1				
Malaysia	2		2		
Mexico	1	1	1		
New Zealand	1				
Nigeria					1
Philippines	1	1	1		
Singapore		1			
Sweden	1		2		
Switzerland	2		1		
Taiwan				1	
Thailand			2		
Turkey				1	
West Germany			2		
Yugoslavia	1				

ADMISSION OF UNDERGRADUATES

SELECTION OF CANDIDATES

Smith College seeks a Freshman Class of able, motivated students from a wide variety of backgrounds. Students are selected who give evidence of possessing the particular qualities of mind and purpose which an education in the liberal arts requires and whose personal qualifications indicate that they will be responsible and contributing members of the community. Both past achievement and capacity for intellectual development are considered in this evaluation.

The Board of Admission's estimate of the student's ability, motivation, and maturity is not based on a theoretical formula for success, but on a careful and thorough review of the candidate's credentials. These include her secondary school record, her rank in class, the recommendations from her school, the results of the College Board Scholastic Aptitude and Achievement Tests, and other available information. There is no arbitrary limit to the number who will be accepted from any one school or geographical area.

Although an interview at the College is not required, it is strongly recommended. It provides an opportunity for the candidate to become better acquainted with the College and to exchange information with a member of the Admission's staff.

The Board of Admission meets during March and April each year to evaluate the records of applicants, who are notified of its decisions on the third Saturday in April.

The College allocates a substantial amount of its resources for financial aid to students with demonstrated need and high academic and personal promise. Approximately one third of the undergraduates at Smith receive some form of financial aid. (See page 243 for information about grants, loans, and part-time employment.)

The Director of Admission welcomes correspondence with interested candidates, their parents, and school advisers.

SECONDARY SCHOOL PREPARATION

In planning her high school program, a candidate should consider ways in which her choices will affect her opportunities and achievement in college. She is encouraged to extend the breadth of her knowledge through work in the basic academic disciplines. Beyond meeting normal minimum requirements, each candidate is expected to pursue in greater depth the fields which have special importance for her. The Board of Admission evaluates each candidate's achievement in light of the opportunities which are available to her.

APPLICATION FOR ADMISSION

An application form may be obtained from the Smith College Office of Admission.

ADMISSION OF UNDERGRADUATES

It is the candidate's responsibility to follow the instructions which will be sent with the application form in regard to the submission of her credentials. Applications must be received by the Office of Admission by November 1 for the Early Decision Plan and by February 1 for the Regular Admission Plan.

ENTRANCE TESTS

Smith College requires the Scholastic Aptitude Test and a minimum of three Achievement Tests, one of which must be in English Composition. The other two tests may be selected from any fields in which the candidate wishes to demonstrate proficiency.

Candidates should plan to take the College Board examinations in the junior year for possible use in an Early Decision application or for advisory purposes. All College Board examinations taken through the January test date of the senior year are acceptable. The results of examinations taken after January arrive too late for the spring meetings of the Board of Admission.

Candidates should apply to take the College Board examinations by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540. (Residents of western North America, Mexico, Australia, Pacific Islands, Japan, and Formosa should apply to the College Entrance Examination Board, Box 1025, Berkeley, California 94701.) Applications and fees should reach the proper office at least one month before the date on which the tests are to be taken. It is the student's responsibility, in consultation with her school, to decide which tests and test dates are appropriate in the light of her program. It is also her responsibility to request the College Entrance Examination Board to send the results of all tests taken to Smith College.

EARLY DECISION PLAN

Candidates who have strong qualifications and have applied only to Smith College may request consideration of their applications at the fall meetings of the Board of Admission. Students should not apply under this plan unless they have the approval of their school principal or guidance counselor.

These applications must be made by November 1 of the senior year, and candidates will be notified of the Board's decision by December 1. Decisions are based upon the same general criteria as at the spring meetings, except that the records considered reflect only three years of work. The Scholastic Aptitude Test and, if possible, three Achievement Tests should be taken *before the senior year*. However, candidates who have not completed all of the Achievement Tests requirement may apply with the understanding that they will fulfill the rest of the requirements in the senior year.

ADMISSION OF UNDERGRADUATES

Early decision candidates who wish to have an interview should do so before November 15.

Candidates interested in this plan should write to the Office of Admission if additional information would be helpful.

ADVANCED PLACEMENT PROGRAM

Smith College participates in the Advanced Placement Program which is administered by the College Entrance Examination Board. Four hours of college credit may be granted for each score of 4 and 5 on an Advanced Placement examination.

FOREIGN STUDENTS

The College is interested in admitting qualified foreign students. Applicants are advised to communicate with the Director of Admission well in advance of their proposed entrance. They should include in their initial letter detailed information about their total academic background. A limited amount of financial aid is available for foreign student applicants.

ADMISSION WITH ADVANCED STANDING

A student may apply for transfer to Smith College in January or September after the completion of the work of one or more semesters at another institution. With the request for the application form, she should include a detailed statement of her previous educational experience and her reasons for wishing to transfer.

For January entrance, the application must be made before November 15; all credentials must be on file by December 1. For September entrance, the application must be made by February 15 and the credentials filed by March 1.

To be eligible to apply for admission with advanced standing, a student is expected to have a strong academic record and to be in good standing at the institution she is attending. Particular emphasis is placed upon the evidence of achievement in college. The student's program should correlate with the general Smith College requirements given on pages 38-40 of this catalogue. Other criteria considered include the secondary school record and test results.

Successful candidates are given credit without examination for acceptable work taken at another college. Shortages incurred when previous work is not accepted for the Smith College degree may be removed with a course taken above the normal

ADMISSION OF UNDERGRADUATES

load during the academic year or with work in an approved summer program. During their first semester in residence advanced standing students may not elect more than four and a half courses without permission of the Administrative Board. Candidates for the degree of Bachelor of Arts are required to spend at least two years in residence at Smith College.

READMISSION

A student who has withdrawn from college may apply to the Administrative Board for readmission. Application for readmission in September should be sent to the Registrar before March 1; for readmission in February before December 1.

In general, students who have withdrawn from college at the end of the first semester will be permitted to return only at the beginning of the second semester of a subsequent year.

NON-MATRICULATED STUDENTS

Qualified persons beyond the normal undergraduate age may be admitted to courses of study or to supervised research with the approval of the Registrar and the instructor concerned. Auditors must obtain the permission of the Registrar and of the instructor of the course. (See pages 246-247 for fees.)

FINANCIAL AID

The term Financial Aid is generally interpreted as special assistance, which opens a way to educational opportunity. Every student at Smith College is receiving financial aid since even the student who pays the complete charges for listed fees is, in fact, paying less than two-thirds of the cost of her education. Any student who wishes to come to Smith should not hesitate to apply for admission because her resources cannot cover the required fees. The College offers the qualified accepted applicant financial assistance to fill her particular need, be it \$300 or full fees, to the extent of its available funds. Each award is normally a combination of grant and student loan.

Requests for financial aid are held completely confidential. They are not made a part of the record used for decisions on admissions. Awards to meet the computed need are granted to those applicants of marked achievement and academic promise, regardless of race, creed, or color. The extent of individual need is determined from the information submitted on the Parents Confidential Statement of the College Scholarship Service. Certified copies of the Federal Income Tax statement are requested for verification. The College itself makes final decisions on awards. All awards to entering students are announced simultaneously with admissions notification.

All applications for financial aid for entering students should be sent to the Director of Financial Aid. Candidates must file applications by January 8 of the senior year at high school for entrance in the following September. Candidates applying for admission under the Early Decision Plan should send their applications to the Director of Financial Aid by November 8 of the senior year. Late applications may always be considered for loans in emergencies.

All applicants are expected to seek initial assistance, whether gift or loan, from local and state funds. Aid from Smith College is made possible by endowed gifts given to the College for this purpose, by annual gifts from Alumnae clubs and other organizations, through the Federal Opportunity Grant Programs, and from general income. Loans are available to students in good standing with proven need from College funds as well as through the National Direct Student Loan Program. The College will also endorse eligible candidates for the Federally Insured Student Loans offered through local commercial banks in all states.

Financial aid to continuing students is reviewed annually by the Committee on Financial Aid. To be eligible for renewal of an award, a student must prove continuing financial need through submission of the current Parents Confidential Statement and have demonstrated high academic achievement. Any scholarship granted to an entering student will normally be continued through her sophomore year if she proves need and maintains an academic standing acceptable to the Administrative Board. In dividing the limited financial aid funds among eligible students, the

FINANCIAL AID

Committee may consider positive and constructive contributions to the College community and the overall effect of the student's continuing or discontinuing her education at Smith College.

Students who did not receive grant aid on entrance and who later become eligible will be considered for aid in subsequent years on the same basis as other continuing students. Funds are reserved to assist immediately any student in emergency situations. The Office of Financial Aid is organized to adjust awards to meet changing circumstances.

Among the named and special purpose grants are:

First Group Scholarships, awarded to students of highest academic achievement and including:

The Neilson Scholarships. Not more than fifteen scholarships, created by the Board of Trustees in honor of President William Allan Neilson on the completion of fifteen years of his administration, are awarded annually to students among the First Group Scholars in the three upper classes.

The Dwight W. Morrow Scholarships. Ten scholarships are awarded annually to seniors among the First Group Scholars.

The William A. Neilson Scholarship. This award provides full tuition for a student among the First Group Scholars.

The Sophia Smith Scholarships. These scholarships are awarded without stipend to members of the three upper classes whose standing entitles them to a place among the First Group Scholars.

Music Scholarships: Each year the College awards scholarships for lessons in practical music to students recommended by the Music Department. Auditions are held for entering students after the opening of College.

Grants of amounts up to full fees may be awarded to foreign students. For these grants special applications should be directed to the Committee on Foreign Students.

At the discretion of the Trustees partial tuition grants may be awarded to candidates accepted for admission to the College who have been residents of Northampton or Hatfield for at least five years directly preceding the date of their admission to college. Such grants are continued through the four college years if the student maintains diploma grade, conforms to the regulations of the College, and continues to be a resident of Northampton or Hatfield.

Fellowships awarded for graduate work, including those open to students from foreign countries, are listed in the *Bulletin of Graduate Studies*.

Some grants and loan funds are awarded by other groups upon the recommendation of the College. Special application forms for these are also available from the Office of Financial Aid.

The Cotillion Society of Cleveland annually awards a grant at the recommendation of the College to a freshman from the greater Cleveland area who meets the standards of excellence and need stated by the Society.

The Huguenot Society of America grants awards of \$1000 at the recommendation of the College to students whose ancestry meets the requirements of the Society.

The Leila Lincoln Foster Foundation Fund offers limited loan assistance toward tuition expenses to students who are members of, or eligible for membership in, the Daughters of the American Revolution as certified by that organization. Applicants must also fulfill the requirements of the College for financial aid.

SELF-HELP

Student employment is administered by the Office of Financial Aid. Campus work is not included as part of the original award to an entering student nor is she encouraged to take a campus job immediately lest her job interfere with her adjustment to College work and campus living. After her first semester, any student may apply for a campus job to supplement her income. All students employed, whether on or off campus, must register with the Office of Financial Aid before accepting employment. On-campus jobs under the Smith Self-help or Federal Work Study Programs are assigned by this office during the academic year. Freshmen are not permitted to take jobs outside their houses during their first semester.

Summer employment opportunities, in addition to summer off-campus College Work Study jobs, are arranged by the Vocational Office.

Students who receive aid of any sort from Federal funds are subject to the statutes governing such aid.

FEES AND EXPENSES

THE ANNUAL FEE

The inclusive annual charge for tuition, residence, and health fees for the 1973-74 academic year is \$4,340; for 1974-75, it will be \$4,560. The College offers an optional health insurance program (See p. 228). Students are not charged the full cost of instruction, the annual fee representing approximately two-thirds of the cost to the College for each resident student. Thus every student receives a sizable scholarship provided out of endowment income and current gifts to Smith College.

Statements for semester fees are mailed on or about August 15 and January 10. Payment of charges for the first semester is due by September 1; for the second semester by January 25. Checks should be made payable to Smith College and forwarded to the Office of the Treasurer.

PAYMENT PLANS

The College has no established plan for installment payment of semester charges. The cost of operating such a plan and the fact that the College is not staffed to handle it preclude the possibility of such an arrangement. However, the College participates in the Insured Tuition Payment Plan which offers a monthly payment plan to parents. A brochure describing this plan is mailed by the Treasurer's Office to parents of incoming freshmen prior to the beginning of the academic year.

WITHDRAWAL REFUNDS

Commitments to Faculty and staff and arrangements for the housing and board of students are made by the College in advance of the academic year. They are based on anticipated student enrollment and are not subject to change. Therefore, a student who notifies the Registrar of her withdrawal prior to the opening of the College will have all charges cancelled. But a student who withdraws after the opening of College will receive no refund for tuition or room. Board will be refunded on a pro-rata basis.

DEPOSITS

A General Deposit in the amount of \$100 is required from each new student. For students entering under the Early Decision Plan, the deposit is payable by January 1. For all other students, the deposit is payable on May 1. (This is a one-time deposit which will be refunded following graduation or upon withdrawal, provided that the Registrar has been notified in writing before July 1 that a student will withdraw for first semester or before December 1 for second semester. The deposit is not refunded if the student is separated from the College for college work or conduct deemed unsatisfactory. It is not refunded for new students in case of withdrawal before entrance.)

A Room Deposit, non-refundable, in the amount of \$100 is required from each incoming resident Freshman or upper class transfer student. This deposit is due on the same date as the General Deposit described above. It will appear as a credit on first semester statements.

FEES AND EXPENSES, 1973-74

REQUIRED FEES	1ST SEMESTER	2ND SEMESTER
Annual Fees		
Tuition	\$1,385.00	\$1,385.00
Room and Board	750.00	750.00
Health Fee	70.00	
	<u>\$2,205.00</u>	<u>\$2,135.00</u>
Total Annual Fee*		\$4,340.00
Student Activities Fee, per year**		20.00
Preliminary Payments and Deposits		
Application for admission		15.00
General Deposit		100.00
Room Deposit		100.00
Graduation Fee (required in senior year)		25.00
<hr/>		
OTHER FEES AND CHARGES		
Accident and sickness insurance (optional if alternate coverage is carried)		80.00
Fees for practical music, per academic year		
Instruction		
One hour lesson per week		300.00
One half-hour lesson and two class hours per week		300.00
Courses in ensemble when given individually		70.00
Use of practice room, one hour daily, and a college instrument		20.00
Use of practice room only, one hour daily		10.00
Use of organ, one hour daily		50.00
Fees for classes in riding, exclusive of jumping, per term		
Fall, Winter I, and Spring - 2 hours per week		57.50
Winter II - unlimited riding		65.00
Infirmary charge per day		55.00
Studio art course, required materials		approx. 10.00
ESTIMATED ADDITIONAL EXPENSES		
Books, each year		approx. 200.00
Studio art course, additional supplies		
Drawing, Painting, Sculpture		12.00 up
Photography (excluding camera)		50.00 up
Gymnasium outfit for physical education (optional)		30.00
Subscriptions and dues		approx. 25.00
Recreation and incidentals		250.00 up
FEE FOR NON-MATRICULATED STUDENTS:		
per course		350.00
for auditing, per course		5.00

*For the 1974-75 academic year, the total annual fee will be \$4,560.

**Included on first semester bill; receipts from this fee are allocated by the Student Government Association.

PRIZES, AWARDS, AND ACADEMIC SOCIETIES

PRIZES

The *Academy of American Poets Poetry Prize*, to be awarded annually by the Academy of American Poets through the prize committee of the Department of English Language and Literature for the best poem or group of poems submitted by an undergraduate.

The Connecticut Valley Section of the *American Chemical Society* award to a student who has done outstanding work in chemistry.

The New England Chapter of the *American Institute of Chemists* award to a senior who displays outstanding promise for advancing the professional aspects of the scientific community.

The *Anita Luria Ascher Memorial Prize*, given in her memory by Dr. Liebe D. Sokol '51 and her parents, to be awarded annually to the student who has shown most progress in German during the year.

The *Elizabeth Babcock Poetry Prize* fund, established by Miss Edith L. Jarvis 1909 in memory of Elizabeth Babcock ex-1911. The income is to be awarded annually for the poem adjudged best by a committee appointed by the Department of English Language and Literature. The competition is open to all undergraduates who have not already won the prize; the poem submitted may not have been printed previously.

The *Harriet Dey Barnum Memorial Prize* fund, founded by the Class of 1916, the income to be used for outstanding work in music.

The *Suzan Rose Benedict Prize* fund, the income to be awarded at the discretion of the Department of Mathematics to a sophomore for excellence in mathematics, the decision being made by the Department.

The *Samuel Bowles Prize* fund, the income to be awarded to a senior for the best thesis on a sociological or economic subject.

The *John Everett Brady Prize* fund, the income to be awarded for excellence in Latin. One or more prizes are given on the basis of an examination in the translation of Latin at sight, and a further prize is awarded to the student with the best record in the beginning course.

The *Margaret Wemple Brigham Prize* fund, established in her memory by friends and associates of the Division of Laboratories and Research of the New York State Department of Health, the income to be awarded to a senior for excellence in bacteriology.

The *Amey Randall Brown Prize* fund, given by Miss Mabel Brown 1887 in memory of her mother. The income is to be used as a prize for the best essay on a botanical subject.

PRIZES

The *Vera Lee Brown Prize* fund, the income to be awarded on recommendation of the Department of History for excellence in that subject to a senior majoring in history in the regular course.

The *Yvonne Sarah Bernhardt Buerger Prize* fund, the income to be awarded to those undergraduates who have contributed most vitally to the dramatic activities of the College.

The *C. Pauline Burt Prize* fund, given by Miss Alice Butterfield, the income to be awarded to a senior majoring in chemistry or biochemistry who has made an excellent record and shown a high potential for further study in science.

The *James Gardner Buttrick* fund, given by Mrs Buttrick in fulfillment of her husband's wish, the income to be used for a prize for the best essay on a subject in the field of religion and Biblical literature suggested by a course in that Department and approved by the instructor.

The *Carlile Prize* fund, given by the Very Reverend and Mrs Charles U. Harris in memory of Dorothea Carlile 1922, from which are awarded a prize for the best original composition for carillon and a prize for the best transcription for carillon.

The *Julia Harwood Caverno Prize* fund, the income of which is to be used for prizes awarded by the Department of Classical Languages and Literatures to those students of the junior and senior classes whose work shall have shown special proficiency in the study of Greek literature in the original in the year in which the awards are made.

The *Sidney S. Cohen Prize* fund, the income to be awarded at the discretion of the Department of Economics.

The *Alison Loomis Cook Honorary Scholarship* to a student who has made a very significant contribution to the college community and to those with whom she has been in personal contact.

The *Ethel Olin Corbin Prize* fund, the income to be awarded to an undergraduate for the best original poem—preferably blank verse, sonnet, or ballad—or informal essay in English.

The *Merle Curti Prize* to be awarded annually by the Department of History to that student who submits the best piece of writing on any aspect of American Civilization.

The *Dawes Prize* fund, the income to be awarded for the best undergraduate work in political science.

The *Alice Hubbard Derby Prize* fund, the bequest of Henry R. Lang in memory of his wife, a member of the Class of 1885. The income is given in the first instance to a member of the junior or senior class for excellence in Greek as determined by an

PRIZES

examination in Greek at sight. A further prize is awarded to the student with the best record in the beginning course.

The *Elizabeth Drew Prize* fund, the income to be awarded to an undergraduate for work in English.

The *Amanda Dushkin Scholarship Award* to a student who has maintained a high academic record as well as participating in extra-curricular activities.

The *Hazel L. Edgerly Prize* fund, founded in memory of Hazel Louise Edgerly 1917, the income to be awarded on the recommendation of the Department to a senior in honors in history for distinguished work in that subject.

The *Ruth Forbes Eliot Poetry Prize* for the best poem submitted by a member of the freshman or sophomore class.

The *Settie Lehman Fatman Prize* fund, the income to be awarded in two prizes for the best musical composition, preferably in sonata form, and for the best composition in a small form by members of the senior class or graduate students taking Music 342 or Special Studies in Composition or by a student in Music 233.

The *Harriet R. Foote Prize* fund, the income of which is to be awarded to the outstanding student in botany, based on an examination record.

The *Henry Lewis Foote Memorial Prize* fund, given by his wife, Harriet Risley Foote 1886, the income to be awarded for excellence in class work in Biblical courses.

The *Clara French Prize* fund, founded by Mrs Mary E. W. French, the income to be given to that senior who has advanced farthest in the study of English language and literature.

The *Helen Kate Furness Prize* fund, founded by Horace Howard Furness, the income of which is given for the best essay on a Shakespearean theme. There is no restriction on the length of the essays, but in general they are not to be shorter than 4000 words or longer than 10,000 words. The competition is open to all essays on a Shakespearean theme (except honors theses) prepared in courses or units and recommended by the instructors of such courses or units.

The *Sarah H. Hamilton Memorial Prize* fund, given by her sister Julia H. Gleason, the income to be awarded for an essay on music.

The *Arthur Ellis Hamm Scholarship Prize* fund, founded by Elizabeth Creevey Hamm 1905 in memory of her husband, Captain Arthur Ellis Hamm, the income to be awarded to a freshman on the basis of the year's record.

The *Frances A. Hause Memorial Prize* fund, founded in memory of Frances A. Hause 1922, the income to be awarded to the senior who has majored in chemistry and has made the best record in that subject.

PRIZES

The *Denis Johnston Playwriting Award* fund for the best play or musical written by an undergraduate. The author must be a student at Amherst College, Mount Holyoke College, Smith College, or the University of Massachusetts.

The *Florence Corliss Lamont Prize*, a medal to be awarded for work in philosophy.

The *Emogene Mahony Memorial* fund for the furtherance of English literature and dramatic art from which an award is made for the best essay on a literary subject written by a freshman, and for the best honors thesis submitted to the Department of English Language and Literature.

The *Emogene Mahony Memorial Prize* fund, founded by Miss Ethel Haskell Bradley 1901, the income to be given for proficiency in organ.

The *John S. Mekeel Memorial Prize* fund, given in his memory by his wife, the income of which is to be awarded annually to a member of the senior class, selected by the Department of Philosophy, for outstanding work in philosophy.

The *Samuel Michelman Memorial Prize* fund, given in his memory by his wife, the income to be awarded to a senior from Northampton or Hatfield who has maintained a distinguished academic record and contributed to the life of the College.

The *Mrs Montagu Prize* fund, founded by Abba Louisa Goold Woolson in honor of Elizabeth Montagu, the income to be awarded for the best essay on the women of the eighteenth century or women depicted in the literature of that century.

The *Victoria Louise Schrager Prize* fund, given in her memory by her family and Miss Marjorie Hope Nicholson, the income to be awarded annually to a senior who has maintained a distinguished academic record and has also taken an important part in student activities.

The *Scott Foundation Leadership Award* to a member of the sophomore class who has demonstrated leadership qualities, good academic ability, high personal standards, and recommends herself as a likely prospect for a career in industry.

The *Andrew C. Slater Prize* fund, the income to be awarded to an undergraduate for excellence in debate.

The *Rosemary Thomas Poetry Prize* fund, the income to be awarded by a committee of members of the Smith College Department of English Language and Literature to the undergraduate student who has shown by her creative writing the greatest evidence of poetic gift and dedication to poetry as a view of life.

The *Frank A. Waterman Prize* fund, the income to be awarded to a senior who has done excellent work in physics.

PRIZES

FIRST GROUP SCHOLARS

Smith College students who have a record at the College indicating high academic achievement in the previous year are named First Group Scholars. The Dwight W. Morrow, Neilson, William Allan Neilson, and Sophia Smith scholars are selected from the First Group Scholars.

SOCIETY OF THE SIGMA XI

In 1935 Smith College became the first women's college to be granted a charter for the establishment of a chapter of the Society. Each year the Chapter elects to membership promising graduate students and seniors who excel in science.

PHI BETA KAPPA

The Zeta of Massachusetts Chapter of the Phi Beta Kappa Society was established at Smith College during the year 1904-05, and the first undergraduates were elected to membership in April. In 1920 provision was made for the election of a small number of juniors. Rules of eligibility are established by the Chapter in accordance with the regulations of the national Society. Selection is made on the basis of overall academic achievement.

AWARDS AND ACADEMIC SOCIETIES—1973

PRIZE AWARDS

- American Chemical Society Prize, Connecticut Valley Section:* Gail Ellen Herman, 1973
American Institute of Chemists Medal, New England Chapter: Lorraine Alice Marin, 1973
Elizabeth Babcock Poetry Prize: Cynthia Louise Greenwood, 1973; Diane Okrent, 1973
Harriet Dey Barnum Prize: Caroline Rockwood, 1973
Suzan Rose Benedict Prize: Patricia Ann Finnegan, 1975; Barbara Ellen Schubert, 1975
Samuel Bowles Prizes: First Prizes: Jane Anne Nolan, 1973, Barbara Ann Robbins, 1973. Second Prizes: Alice Constance Parrish, 1973, Margaret Ann Podolak, 1973
John Everett Brady Prizes: Nancy Ada Mace, 1973; Scott Bradbury, Hampshire College, 1975
Margaret Wemple Brigham Prize: Marilyn Joan Woolkalis, 1973
Amy Randall Brown Prize: Harriet Ballard Flannery, 1973
Vera Lee Brown Prize: Judith Eve Lesser, 1973
Tyonne Sarah Bernhardt Buerger Prize: Elisabeth Lee Oliver, 1973
C. Pauline Burt Prize: Margaret Thom Clark, 1973; Gail Ellen Herman, 1973; Wendy Marla Shaw, 1973
James Gardner Buttrick Prize: Mary Ellen Judge, 1974
Carlile Prizes: Arlene Lois Finger, 1973; Cynthia Ann Roney, 1974
Julia Harwood Caverno Prize: Mary Catherine Healey, 1974
Sidney S. Cohen Prizes: Darcie Ann Bundy, 1973; Jo Alison Phears, 1973; Valerie Sarris, 1973
Alison Loomis Cook Scholarship Award: Rose Marie Tamura, 1974
Ethel Olin Corbin Prize: Ann Elizabeth Peterson, 1973; Neil R. Cashman, Bowdoin College, 1974
Dawes Prize: Lynn Lewis Zimmerman, 1973
Alice Hubbard Derby Prizes: Cheryl Ann Cipro, 1973; Glenn Pruszinski, Dartmouth College, 1974
Elizabeth Drew Prize: Lynn Frances Fantom, 1975
Amanda Dushkin Scholarship Award: Mary Catherine Healey, 1974
Ruth Forbes Eliot Prize: Barbara Anne Benz, 1976; Cathrael Kazin, 1976
Settie Lehman Fatman Prize: Joan Marie Osborn, 1974
Clara French Prize: Mary Franklin Johnson, 1973
Helen Kate Furness Prize: Susan Kahn, 1974
Arthur Ellis Hamm Scholarship Prize: Ellen Beth Eisenbraun, 1975; Robin Sue Stryker, 1975
Frances A. Hause Memorial Prize: Gail Ellen Herman, 1973
Denis Johnston Playwriting Award: Dirk Roberts, Amherst College, 1973

AWARDS

Emogene Mahony Memorial Prizes: Elizabeth Louise Bolton, 1973; Mary Franklin Johnson, 1973; Cathrael Kazin, 1976

Victoria Louise Schrager Prize: Margaret Thom Clark, 1973

Scott Foundation Leadership Award: Mary Eileen Glaser, 1975

Rosemary Thomas Poetry Prize: Jane Rhonda Passman, 1973; Margot Kathleen Louis, 1974; Diane Leslie Solomon, 1975; Susan Elisabeth Wright, 1976

SOCIETY OF THE SIGMA XI

Class of 1973

Susan Gertrude Arundel	Hoon Eng Khoo
Marjorie Blake Batchelor	Nancy Elizabeth Kolzak
Bertha Ann Bauer	Debra Lynn Kelsey Lawrence
Jane Burwell Beckwith	Melinda Lee Leach
Elsie Alkin Begle	Frances Mendon Lord
Robyn Leah Birdwell	Celeste Marie Madden
Anne Bures	Lorraine Alice Gladys Vera Marin
Margaret Thom Clark	Jacqueline McEnroe
Nancy Aylett Cox	Cathleen Curran Myers
Vicki Mary Douillet	Margot Marie Anderson Nelson
Carol Theodora Durso	Ann Elizabeth Peterson
BethAnn Friedman	Carin Mina Rubenstein
Kathleen Mary Gerety	Wendy Marla Shaw
Carolyn Matthews Graybeal	Deborah Jane Sterling
Marion Nichols Hamill	Janet Claire Stone
Gail Ellen Herman	Heather Grier Strong
Kay Ellen Holekamp	Wanda Laurie Thornton
Ronnie May Janoff	Beverly Lynn Towns
Barbara Ann Johanson	Catharine Suzanne Wagner
Nancy Elizabeth Judge	Laurie Joan Woodard
Mary Jane Keskinen	Beth Zigmont

PHI BETA KAPPA

Class of 1973

Marjorie Blake Batchelor	Darcie Ann Bundy
Bertha Ann Bauer	Ann Forrest Butterworth
Isabelle Sabina Beekman	Susan Karen Carpenter
Helena Catherine Bentz	Judith Chia-Mei Chen
Sydney Jane Branch	Cheryl Ann Cipro

AWARDS

Margaret Thom Clark
Patricia Billings Culp
Vicki Mary Douillet
Carol Theodora Durso
Christy Ann Eve
Pamela Anne Finn
Suzanne Dewar Folds
Martha Christine Foley
Joanne Tama Fujii
Deborah Anne Gabrielson
Janet Harriet Goldstein
Jill Ann Goldy
Helen Marie Gruenwald
Gail Ellen Herman
Kay Ellen Holekamp
Ronnie May Janoff
Nancy Winifred Jeltsch
Jeanie Burton Jemison
Barbara Ann Johanson
Mary Franklin Johnson
Jan Malloy Kennaugh
Mary Jane Keskinen
Hoon Eng Khoo
Sallie Behn King
Nancy Elizabeth Kolzak
Judith Eve Lesser
Celeste Marie Madden
Anne Leslie Josephson Margulies
Deborah Prentis Marshall

Mary Ann Stringfellow Masten
Kathy Louise McGill
Charmaine Lorraine Francisco Mesina
Marguerite Michael
Thais Elizabeth Morgan
Margaret Burnham Murray
Patrice Nelson
Maureen Agnes Paris
Ellen Ann Powers
Anne Elizabeth Rabkin
Barbara Ann Robbins
Carin Mina Rubenstein
Valerie Sarris
Rebecca Lou Saunders
Wendy Marla Shaw
Robin Ann Shelby
Ellen Jean Siegel
Mary Torrence Sneed
Margaret Blair Soyster
Lisa Amy Slater Spotnitz
Janet Claire Stone
Heather Grier Strong
Wanda Laurie Thornton
Kathleen Elizabeth Toomey
Catherine Ann Walker
Adelaide Cothran Winstead
Beth Zigmont
Lynn Lewis Zimmerman

ACADEMIC DEGREES

The degree of Bachelor of Arts is awarded on completion of an undergraduate program to the satisfaction of the Faculty. The degree may be awarded Cum laude, Magna cum laude, or Summa cum laude on the basis of a high level of general achievement during the sophomore, junior, and senior years. A candidate who has elected to pursue a Departmental Honors Program may be awarded the degree with Honors or with High Honors in that program. Candidates designated as Smith Scholars have pursued special individual programs of study.

BACHELOR OF ARTS

CLASS OF 1973

Amy Beryl Aaron, *Honors in Music*
Anne Colquitt Adams, *Honors in
Comparative Literature*
Barbara Mae Adams
Camille Hamilton Adams
Margaretta Jane Alexander
Mary Barbara Ciardelli Alexander,
Honors in Theatre
Sherry Allen
Janet Allocca
Susan Converse Alvey
Helen Christine Anderson
Liza Richardson Andrew
Anne Harwood Andrews
Barbara Treat Arnold
Carolyn Lee Arnold

Janet Kimball Baldwin
Martha Rose Baldwin
Carol Stroud Ball
Carolyn Louise Ball
Dale Melissa Balun
Deborah Bandler
Elisa Jean Bango
Barbara Julane Banks
Marsha Lynn Barath
Virginia Ann Woodruff Barber
Elizabeth Ellen Barbour
Betty Fleetwood Barge

Roxanne Hills Beardsley
Wendy Beardsley
Ann Louise Back Beckwith
Jane Burwell Beckwith, *Honors in
Psychology*
Caroline Beever
Elsie Alkin Begle, *High Honors in Geology*
Alison Joan Bell
Cynthia Gail Bell
Virginia Dorothy Benjamin
Janet Ann Benn
Patricia Adams Benner
Michel Elaine Bennet
Helena Catherine Bentz
Susan Virginia Bergesch
Carolyne Lewis Berkeley
Lisa Mae Berlin
Judith Paulsen Berman
Susan Kent Besse
Mary Elizabeth Biehuse
Robyn Leah Birdwell, *Honors in
The Biological Sciences*
Ann Kallman Bixby
Deborah Yvonne Blair
Anne Regina Blaisdell
Patricia Ann Bliss
Augustine Jacquelyn Blount
Diane S. Blumberg
Elizabeth Louise Phelps Bolton

DEGREES

Gail Louise Boorstein
 Janet Lee Borden
 Barbara Frances Borko
 Kathleen Joan Leahy Born
 Joyce Helen Sibson Boudreau
 Sheila Marie Bowe
 Lisa Hughes Bowers
 Meredith Boylan
 Kathleen Ann Joyce Braceland
 Barbara Ann Brenner
 Dorothy Mortimore Brey
 Juliet DeLancey Brigham
 Allison Cobb Broadhead
 Gail Brooks
 Kathy Lynn Brooks, *High Honors in French*
 Sheila Brophy
 Elizabeth Anne Brown
 Heather Inness Brown
 Linda Bea Bruemmer
 Ann Shands Bryan
 Sherry Lynn Buchanan
 Margery Buck
 Lois Darna Bull
 Kate Elisabeth Bunker
 Anne Bures, *Honors in Chemistry*
 Carol Ann Burke
 Diane Clare Burke
 Sheila Anne Burke
 Dianne Elizabeth Burnett
 Elizabeth Marot Burns
 Bonnie Bruce Butler
 Katherine Elinor Butler, *Honors in English*
 Victoria Anne Butler, *Honors in Government*
 Lucy Buxton

 Louise Wiler Callaway
 Catherine Mary Callery
 Sally Faith Cameron

Jean Garmany Schley Campbell
 Candace Catherine Carman
 Monica Elizabeth Casey
 Anne Loring Cate, *Honors in Religion*
 Francine Honore Challandes-Angelini
 Wendy Woodring Chamblin
 Dorothy Ann Chansky
 Mary Ellen Cheney
 Siew-Nyat Chin, *Honors in Economics*
 Carol Anne Clare
 Priscilla Robinson Coffin
 Rosemary Douglass Colburn
 Anne Frances Connor
 Ruth Coppersmith
 Thelisa Jane Corbin
 Stephanie Jeanne Cormier
 Margaret Louise Costa
 Barbara Louise Cota
 Nancy Aylett Cox
 Kathleen Jeanne Crane
 Joan Creamer
 Janet Arlene Cristenfeld
 Constance Ione Cundy

 Lynn Claire Dahlstrom
 Teryl Lynn Daskal
 Winifred Haven Date
 Susan Jane Davies
 Marilyn Ann Davis
 Amy Norah Dean
 Constance Anne Dehais
 Margaret Gertrude Dein
 Marlee Mary Emilee Denis
 Elizabeth Atwater Dice
 Sherry Ann Dickstein
 Lauren Jean Dillard, *Honors in Economics*
 Jane Dillenberg
 Caroline Smith Dodge
 Virginia Chappell Dolvin
 Jemison Ann Donovan
 Joan Ellsworth Dorman

DEGREES

Phyllis Debra Dornbrand
 Penelope Alice Douglas
 Lisa Mary Foster Drozdal
 Roxane Budington Du Bois
 Janet Lee Duchaine
 Susan Elizabeth Dunlay
 Maureen Ellen Dwyer

Deborah Leslie Elliott
 Anne Shreve Ellison
 Lynn Butler Elston
 Olivia Heminway Emery
 Katharine Stuart Emmons
 Judith Laurie Epstein
 Sara Ann Epstein
 Jean Ellen Erdman
 Jean Marie Erlandson
 Shelley Jane Evans
 Christy Ann Eve
 Nancy Elizabeth Heuer Eveleth

Meribe Fawkes
 Ellen Harriet Ferber
 Sandra Elizabeth Ferguson
 Deirdre Jan Ferrill
 Deborah Ann Ferro
 Elizabeth Elma Fierke
 Shireen Nona Filkins
 Elizabeth Lathrop Finch
 Arlene Lois Finger
 Terry Ann Finke, *Honors in Art*
 Pamela Anne Finn
 Barbara Hamilton Fisher
 Harriet Ballard Flannery
 Nancy Marie Floreen
 Diana Maria Folch-pi
 Martha Christine Foley
 Ellen Foote
 Deborah Parrish Ford
 Carol Lynne Forsyth

Andrea Todd Foster
 Irene Walker Fraley
 Janette Carol Franklin
 Elizabeth Hope Freeman
 Mary Elizabeth Freeman, *Honors in American Studies*
 BethAnn Friedman
 Katherine Anne Fuller

Virginia Helene Garbowsky
 Linda Ellen Garrison
 Susan Ceridwyn Garry
 Joan Olcott Gates
 Linda Ellen Gates
 Margaret Rowland Gay
 Audrey Marie Freese Gellert
 Gail Iles Genvert
 Kathleen Mary Gerety, *Smith Scholar*
 Mina Gerowin
 Ann Taylor Gibson
 Diana Hall Gibson
 Elizabeth Marcia Gilbert
 Rebecca Ann Gillan, *Honors in Economics*
 Ronna Ann Gitlin
 Amy Lisa Glaser
 Holly Elizabeth Glossbrenner
 Ellen Mary Goblirsch
 Jean Elizabeth Godsall
 Linda Rose Goldberg
 Jane Elise Goldman
 Judith Wilma Gordon
 Marjorie Gove
 Lois Grant
 Carolyn Matthews Braybeal
 Beverly Sue Greenberg
 Lorrie Greenhouse
 Cynthia Louise Greenwood
 Jennifer Ruth Griffiths
 Elfride Groh
 Nancy Jeanne Duff Gross
 Barbara Ann Gumz

Tracy Leigh Kirkman
 Eva Susan Kleederman, *Honors in English*
 Joan Barbara Kleinberg, *Honors in Economics*

Cynthia Mary Knapik
 Beth Ellen Koster
 Antonette Kramer
 Lynne Adair Kramer
 Sharon Patricia Connor Krauss
 Jean Ann Kunkel

Lindsey Bishop Lang
 Daphne Denise LaPointe, *Honors in Geology*

Lucy Decker Lardner
 Elizabeth Champlin Lathrop
 Debra Lynn Kelsey Lawrence
 Melinda Lee Leach
 Marie Frances Lehair
 Jacquelyn Ann Lentz
 Mary Ann Alexander Lentz
 Deborah Anne Leonhart
 Dana Elizabeth Lesnett
 Karen Ann Leveille
 Mary Jane Levin
 Renée Clare Levine
 Katherine Joan Lewis
 Sharon Ann Leyhow
 Debra Jeanne Lindelof
 Wendy Jayne Lindquist
 Regina Lynne Lipsky
 Roberta Lynn Lipsman
 Janet Irene Listowich
 Frances Mendon Lord, *Honors in Chemistry*

Margaret Sater Lord
 Mary Ann Love
 Laura Ann Loving
 Susan Lowry
 Patricia Ann Lubar
 Deborah Lynch

Ellen Stuart Lyons
 Nancy Sue Lyons

Jane MacDonald
 Phyllis Ann MacDonald
 Nancy Ada Mace
 Susan Mary Maciorowski
 Madelyn Joye Brown MacKay
 JoEllen Mackenzie
 Mary Drake Maggard
 Shirley Mah
 Jennifer D'Arcy Maher
 Mary Alice Mark
 Tina Mark
 Anne King Markey
 Mary Enid Marks
 Lucy Solomon Marr
 Marion Adele Martin
 Mary Anne Martin
 Peggy Lee Martin
 Julia Marcy Mason
 Deborah Blair Matson
 Susan McArdle
 Jean Frances McCaig
 Patricia Grace McCalla
 Melissa Suzanne McCoy
 Virginia Roberts McCulloch
 Karen McCusker
 Jacqueline McEnroe
 Michele Maud McKay
 Anita Theresa Meade
 Margery Ann Meadow
 Linda Jane Megathlin
 Darleen Denise Melis
 Nancy Reed Oostenbrug Merriam
 Deborah Hulme Merrick
 Margaret Ellen Meyer
 Sherry Deloris Milan
 Virginia Kay Miller
 Melissa Victoria Mills
 Susan Dale Milsom

DEGREES

Carol Barth Hafer
 Susan Andrus Hall
 Comfort Anne Halsey
 Marion Nichols Hamill, *High Honors in
 Geology*

Kathryn Erva Hamilton
 Susan Elizabeth Hamilton
 June Arlene Hampe
 Laura Harbottle
 Marilyn Terese Harkett
 Francis Marion Harper
 Ann Moira O'Donnell Hartman
 Ellen Hassett
 Marcia Lynne Hayden
 Patricia Mayme Haynes
 Mary Lewis Heald
 Carol Ann Hemenway
 Anita Henderson
 Elizabeth Herman
 Carolyn Wendy Herz
 Barbara Jeanne Hess
 Lesley Hicks
 Lore Ann Hilburg
 Lenora Cecily Hines
 Mary Susan Hodge
 Eugenia Dorothy Blount Hofamman
 Victoria Louise Hoke
 Alexis Valerie Hollister
 Chandra Varnetta Holsey
 Christine Theresa Hoppe
 Phyllis Jane Hough
 Mary Elizabeth Houston
 Christine Baker Howard
 Linda Lee Howell
 Ann Sprackling Hrobsky
 Harriet Revere Hull
 Margaret Stanford Hunt, *Honors in
 English*

Merri Ann Hunt
 Carla Andrea Hutchins
 Elizabeth Hutchinson

Sandra Kay Iannicelli
 Gretchen Marie Ibele
 Dossie Jill Ippoliti
 Nancy Lee Irvin
 Elizabeth Jane Irwin

Laura Helen Jacobius
 Susan Mary Jacobson
 Judith Beth Jagolinzer
 Ellen Margaret Jamieson
 Patricia Jarzembowski
 Madeliene Babette Jenny
 Camille Margrethe Jensen
 Jody Lynn Johnston
 Mary Lorraine Johnston
 Estrellita Norma Jones
 Melanie Craig Jones
 Sarah Elizabeth Jones
 Susan Leigh Jones
 Betsy Hart Josephs
 Janet Colt Josephs
 Milena Jovanovitch
 Nancy Elizabeth Judge, *High Honors in
 Psychology*

Claudia Jill Kahn
 Sarah Ann Kahn
 Deborah Anne Kane
 Kate Leslie Kanter
 Kyle Linda Kanter
 Karen Sue Kaplan
 Wendy Ellen Kassel, *Honors in Art*
 Jean Marie Kelley
 Susan Frank Kelley
 Kathryn Gail Kelly
 Susan Howe Keniston
 Joan Baylor Kent
 Elizabeth Kilcullen, *Honors in Government*
 Joan Leslie Kimball
 Mary Eliza Kimball
 Eleanor Anne Kingsley

Anne Catherine Minko
 Nancy Gene Misslbeck
 Janet Wickline Moekle
 Augusta Maupin Molnar, *Honors in Religion*
 Melinda Sears Moody
 Julia Virginia Moore
 Margaret Constance Eiluned Morgan
 Caroline Margaret Morse
 Elisabeth Morgan Barry Morton
 Melanie Madge Mott
 Joanne Denise Moustakis
 Cynthia Joy Mueller
 Miriam Amelia Mughir
 Carol Louise Murphy
 Margaret Burnham Murray
 Cathleen Curran Myers

 Sharon Anne Nealon
 Sara Margaret Neely
 Gail Louise Nelson
 Margot Marie Anderson Nelson
 Susan Mitchell Nichols
 Lorie Joan Nierenberg
 Carol Annelle Noel
 Jane Anne Nolan, *Honors in Economics*
 Ophelia Norris
 Antoinette Varick Noyes
 Linda Lee Nuernberger
 Helen Elizabeth Drennen Nycz

 Diane Kathryn O'Connor
 Dianne Elizabeth O'Donnell
 Ellen Christine O'Gorman
 Migdalia Ocasio Izquierdo
 Ann Wilson Odmark
 Susan Ann Russell Ogilvie
 Libby Kay Kristal Ohlendorf
 Diane Okrent
 Laura MacDonald Olena
 Elisabeth Lee Oliver
 Patricia Graciela Olsen

Irene Owsley

 Ann Virginia Aston Pakradooni
 Anne Page Palmer
 Mary Patricia Parent
 Helen Frances Parker
 Kathleen Marie Parker
 Alice Constance Parrish
 Madeline Beaumont Parrish
 Jane Rhonda Passman
 Patricia Lithgow Paul
 Sheryl Joan Peck
 Merl Craig Davis Pelletier
 Cynthia Pendas
 Barbara Ann Petersen
 Kathleen Hynds Pharmer
 Jo Alison Phears
 Monica Pickett
 Anne Elizabeth Pidano
 Sandra Lynn Pierce
 Cynthia Plumb
 Margaret Ann Podolak
 Carol Anne Maynard Poulos
 Colleen Ann Powers
 Martha Cosley Preston
 Helen Priestler
 Suzanne Priftis
 Donna Lynn Psiaki

 Ellen Sartwell Quackenbush
 Elizabeth Ann Quaintance
 Susan Quan
 Alison Anne Quoyeser

 Marcia Louise Radley
 Jocelyn Ellen Raish
 Lesley Marguerite Rankin
 Josephine Ingrid Raysor
 Allison Read
 Ellen Watkins Reath
 Barbara Anne Reichert
 Elizabeth Ann Ribeiro

DEGREES

Elizabeth Rider, *Honors in French*

Janice Margaret Riley

Virginia Frances Rivard

Margaret Scott Robinson

Kathryn Ann Roddenberry

Janice Lynn Rogers

Nancy Jean Rosenbloom, *Honors in History*

Mary Louise Rothenbuehler

Randi Ina Rothfield, *Honors in Russian*

Carolyn Roundey

Rylee Ann Routh

Susan Marie Rowan

Margaret Stevens Rowland

Sally Fisher Rubenstone

Beverly June George Ruhe

Jacqueline August Ruppert

Carol Ann Russell

Judith Allison Ryan

Katharine Sanderson

Nancy Elizabeth Sands

Sandra Anne Schade

Patricia Sue Schenkel

Elizabeth Palmer Scherr

Susan Elizabeth Schneier

Stephanie Schrampf

Nanette Yvonne Schrandt

Marina Magdalene Scordilis, *Honors in Hispanic Studies*

Pamela Hathaway See

Linda Jo Seeley

Irene Janice Sege

Jacqueline Fayett James Sellers

Elizabeth Nan Shapiro

Nancy Sue Shapiro

Kimberly Ann Sharp

Nancy Louise Sheehan

Deborah Ann Sheldahl

Cathy Jane Sherman

Deborah Anne Sherr

Mary Davenport Sherrill

Lucretia McNear Sias

Barbara Chapin Siebert

Susan Sills

Gwendolyn Joyce Simmons

Agatha Loretta Sims

Isabel Hoyt Sloane

Anne Marie Smith

Barbara Jean Smith

Evelyn Felice Smith

Julia Isabel Ladd Smith

Julia Ravenscroft Smith

Patricia Smith

Patricia Marcy Sobel

Elizabeth Nora Solomon

Greta Emily Solomon

Linda Anne Solomon

Elizabeth Sommers

Kathryn Virginia Spangler

Susan Gale Waxter Sparks

Gail Ann Spector

Mary Louise St. André

Virginia Ellen Stackhouse

Margaret Nichols Staley

Marcia Jeanne Stanek

Martha Simpson Staniford

Kathleen Marie Staudinger

Janet Louise Steckel

Catherine Lynn Steele

Marie Therese Stefanini

Kate Davis Steinway

Deborah Mott Stephenson

Deborah Jane Sterling, *Honors in Chemistry*

Katherine Mitchell Stiles

Jeanette Stokes

Suzanne Hanford Stone

Penelope Howard Stout

Betty Lee Sudarsky

Eileen Mae Sullivan

Cheryl Lynn Sutton

Kathryn Edith Swafford

Erica Reed Swenson
 Shelley Beth Sweren
 Ruth Wightman Swetland
 Janice Marie Swindler

Jessica Helen Tava
 Christine Taylor
 Marsha Lynn Taylor
 Anne Rowan Powell Temple
 Patricia Marie Terbovich
 Carol Belita Thompson
 Sandra Elaine Thornton
 Patricia Ruth Tidwell
 Lilah Thayer Toland
 Andrea Lynn Torres
 Beverly Lynn Townes, *Honors in
 The Biological Sciences*

Anna Lee Tunncliff
 Jane Van Norman Turano
 Ann Elizabeth Turnley

Jean Templeton Uttal

Alida Milliken Nicholas Van Pelt
 Amy Lou Van Pelt
 Marritje Tyler VanArsdale
 Carolyn Spalding Viles
 Victoria Vincent
 Servanne Jeanine Vintant

Catharine Suzanne Wagner, *Honors in
 Astronomy*

Barbara Wald
 Sally Anne Walker
 Lore Elizabeth Wall, *Honors in
 Economics*

Paula Kay Walther
 Alice Wang

Cynthia Lawrence Ward
 Ann Farley Warren
 Jane Margaret Weaver
 Kathleen Rose Webb
 Elsie Florence Weill
 Janet Lynn Weinberg
 Alice Ann Weinstock
 Lisa Karen Westerbach
 Miriam Jill White
 Deborah Jeanne Whitman
 Anne Stickney Denio Wiley
 Gwendolyn Jean Wilkes
 Patricia Catherine Wilkinson
 Deborah Williams
 Jennifer Sue Williams
 Deitra Yvette Wilson
 Janet Harper Wilson
 Janice Anne Wolf
 Laurie Joan Woodard, *Honors in
 The Biological Sciences*
 Alexandra Hamilton Woods
 Gail Susan Woodworth
 Susan Griffith Wooleyhan
 Marilyn Joan Woolkalis
 Joan Gail Wunderlich, *Honors in
 Russian*

Valli Theodora Xenakis

Victoria Veronica Yablonsky
 Sarah Barker Yates
 Christine Louise Young, *Honors in Art*
 Patricia Naomi Young

Felicia Alta Zimmerman, *Honors in
 History*
 Carolyn Anne Ziskowski

DEGREES

Cum laude

Susan Gertrude Arundel, *High Honors in Mathematics*
Sydney Jane Branch
Ann Forrest Butterworth
Elizabeth Ann Chamberlain
Judith Chia-Mei Chen
Cheryl Ann Cipro
Jennifer Anne Connolly
Patricia Billings Culp
Deborah Jean Dyer
Ellen Sue Eisenberg
Gloria Eng, *Honors in Economics*
Suzanne Dewar Folds
Deborah Anne Gabrielson
Victoria Lynn Garcia
Barbara Gerra
Jill Ann Goldy
Kay Ellen Holekamp, *High Honors in Psychology*
Barbara Ann Johanson
Jan Malloy Kennaugh
Patricia Gail Kettner
Hoon Eng Khoo
Sallie Behn King
Susan Caroline Leiter
Lorraine Alice Gladys Vera Marin, *Honors in Chemistry*
Marguerite Michael
Thais Elizabeth Morgan
Patrice Nelson
Ann Elizabeth Peterson
Barbara Jeanne Pilvin
Ellen Ann Powers, *Honors in English*
Anne Elizabeth Rabkin, *Honors in Economics*
Barbara Ann Robbins, *Honors in Economics*
Caroline Rockwood
Carin Mina Rubenstein, *High Honors in Psychology*
Robin Ann Shelby
Ellen Jean Siegel
Kanika Sircar, *Honors in English*
Lisa Amy Slater Spotnitz
Mary Torrence Sneed
Sona Hagopian Stork

Mary Ann Stringfellow Masten
 Heather Grier Strong, *High Honors in The Biological Sciences*
 Kathleen Elizabeth Toomey
 Margaret Tracy Tunnell
 Lois Rebecca Weber
 Beth Zigmont, *Honors in Geology*

Magna cum laude

Bertha Ann Bauer
 Isabelle Sabina Beekman
 Susan Karen Carpenter, *Honors in English*
 Carol Theodora Durso
 Joanne Tama Fujii
 Janet Harriet Goldstein, *Smith Scholar*
 Helen Marie Gruenwald
 Nancy Winifred Jeltsch
 Jeanie Burton Jemison, *Honors in Government*
 Mary Franklin Johnson, *High Honors in English*
 Anne Leslie Josephson Margulies
 Mary Jane Keskinen, *High Honors in Geology*
 Nancy Elizabeth Kolzak, *Honors in The Biological Sciences*
 Celeste Marie Madden
 Deborah Prentis Marshall
 Kathy Louise McGill
 Charmaine Lorraine Francisco Mesina
 Maureen Agnes Paris
 Valerie Sarris
 Rebecca Lou Saunders
 Wendy Marla Shaw, *High Honors in Biochemistry*
 Deborah Lin Smith
 Margaret Blair Soyster
 Wanda Laurie Thornton, *Honors in The Biological Sciences*
 Catherine Ann Walker, *Honors in Italian*
 Adelaide Cothran Winstead, *High Honors in Art*
 Lynn Lewis Zimmerman, *High Honors in Government*

Summa cum laude

Marjorie Blake Batchelor, *High Honors in Mathematics*
 Darcie Ann Bundy, *Smith Scholar*
 Margaret Thom Clark, *High Honors in Biochemistry*

DEGREES

Vicki Mary Douillet, *Honors in Mathematics*
Gail Ellen Herman, *High Honors in Chemistry*
Ronnie May Janoff, *High Honors in Psychology*
Judith Eve Lesser
Janet Claire Stone, *High Honors in Mathematics*

DIPLOMA IN AMERICAN STUDIES

Ingrid Waltraut Benke, University of Hamburg
Neil Charles Brown, B.A., Nottingham University
Hayim Goldgraber, Hebrew University
Junko Sono, B.A., Tsuda College

MASTER OF SCIENCE IN PHYSICAL EDUCATION

Marsha Lee Galgano, B.S., Adelphi University
Joan L. Morongell, B.A., Montclair State College
Patricia Ann Mucklow, A.B., MacMurray College
Penny Fagan Newell, B.S., Southern Connecticut State College
Martha Lillian Smith, B.S., Appalachian State University
Gwen Steigelman, B.S., Ursinus College
Patricia Ann Sullivan, B.S.E., State University of New York at Cortland
Agnes Marie Wisniewski, B.S., Adelphi University

MASTER OF EDUCATION OF THE DEAF

Mary B. Apostolos, B.A., Illinois College
Carolyn Louise Bryant, B.A., University of California at San Diego
David Frederick Conway, B.Ed., Duquesne University
Virginia Tarrence Dalton, B.A., University of Kentucky
Karen Marie D'Angelo, B.S.E., Westfield State College
Gregory Alan DeLisle, B.A., Bates College
Daria Marie Gerola, B.S., Southern Connecticut State College
Elizabeth Anne Goetsch, A.B., Washington University
Susan Elizabeth Griffin, B.A., University of Wisconsin
Alice Elizabeth Hanley, B.A., University of Massachusetts
Mary Ann Susan Kieras, B.S.E., Westfield State College
Linda Ann Larsen, B.A., Queens College
Patricia Mary Larson, B.A., Douglass College
Joan Catherine Mackesy, B.S.Ed., Boston State College
Seija K. Mansfield, B.A., Laurentian University of Sudbury (Ontario)
Margo Elizabeth McMahon, B.A., Hartwick College

Debra Jane O'Dea, B.A., College of Our Lady of the Elms
 Penelope Anne Packard, B.A., Loyola College (Montreal)
 Carol Pado, B.A., State University of New York at Buffalo
 Ann Elisabeth Parker, B.A., Tusculum College
 Kathleen R. Richards, B.S., Bloomsburg State College
 Mary Ellen Scally, B.A., Saint Joseph College (Connecticut)
 Stephanie Rae Schambron, B.S.H.E., University of Delaware
 Frances Carol Schlein, B.S.Ed., Bowling Green State University
 Mary L. Schreiber, A.B., Regis College
 Cathy Wright Smith, B.S., Miami University at Ohio
 Robert Dorn Storm, B.S., Pennsylvania State University
 Shelia Jean Stovall, B.S. in Ed., Texas Tech University
 Sharon Anne Stubaus, B.S., Boston University
 Lynne Ann Taddeo, B.A., New Paltz State College
 Bruce Charles Valentine, B.A., Newark State College
 Carol Lynn Wentworth, B.A., Oregon State University
 Ilene S. Wittner, B.A., George Washington University
 Rebecca Suzanne Wright, B.S., Oregon State University

MASTER OF EDUCATION

Lucy Gay Amory, B.S.Ed., Wheelock College
 Corinne Winkler Bickman, B.S. in Ed., City College of New York
 Elizabeth Anne Delman, A.B., Smith College
 Alice Edwards, A.B., Smith College
 Judith H. Ehrlich, A.B., Boston University
 Florence Carter Farwell, A.B., Smith College
 Janice Catherine Gatty, B.A., Mills College
 Deborah Lorena Hathaway, B.S., Russell Sage College
 Susan Harney Lathrop, B.A., Wellesley College
 Carolyn S. Rawls, B.A., Spelman College
 Nancy T. Scull, A.B., Trinity College (D.C.)
 Lisbeth Rosa Antonia Strohmayr, Mag. Phil., University of Graz (Austria)
 Josephine Harmar Wolbach, A.B., Smith College

MASTER OF ARTS IN TEACHING

Patricia Albano, A.B., Connecticut College *History*
 Carol Lee Badilla, B.A., Miami University at Ohio *Hispanic Studies*
 Susan Elizabeth Baldwin, B.A., Stephens College *History*
 Elaine Marie Bromka, A.B., Smith College *Theatre and Speech*
 James Robert Etchells, A.B., Brown University *History*

DEGREES

Marion Ann Fernandes, A.B., Smith College *Theatre and Speech*
Ruth Elizabeth Garry, A.B., Smith College *History*
Behrend Reed Goossen, B.A., Wesleyan University *The Biological Sciences*
Alice Kellogg Hallaran, A.B., Wheaton College *The Biological Sciences*
John Richard Hawkins III, A.B., Princeton University *English*
Miranda Morgan Hynes Howe, B.A., Northwestern University *English*
Joleen Patricia Jensen, B.S., Oregon State University *History*
Alexandra Kimberley, A.B., Smith College *English*
Jerilyn Mullaney, A.B., Smith College *English*
Raymond F. Rafalik, A.B., Syracuse University *The Biological Sciences*
Jennifer Alison Smith, B.A., Wellesley College *English*

MASTER OF FINE ARTS

(THEATRE AND SPEECH)

Willie Calhoun, B.A., University of Houston
Robert Neil Cronin, B.A., Williams College
Doreen Angela Dec, B.A., University of Massachusetts
James C. Emery, B.A., University of Maine
David William Fleming, B.A., University of Delaware
Peter Nash Glynn, B.A., University of New Hampshire
Charles W. Howland, B.A., University of New Hampshire
Gregory R. Jones, A.B., Dartmouth College
Mark Christopher Lindberg, A.B., Brown University
Elsa Carolyn Vitols, A.B., Smith College

MASTER OF MUSIC

Adrian Hsiang-yun Lo, A.B., Indiana University
Pei-loh Chia Lo, A.B., Smith College

MASTER OF ARTS

Carolyn Barrett, B.A., Albertus Magnus College *The Biological Sciences*
Dominick Cannata, B.S., Quincy College *The Biological Sciences*
Kudret Fatma Cerkeskin, B.S., American College for Girls (Istanbul) *Chemistry*
Brinda Asha Chinnappa, B.Arch., University of Bombay *Art*
Abigail Bingham Endicott, A.B., Smith College *Music*
Marcia White Graham, B.A., Wake Forest College *Education*
David Philip Howard, B.A., Yale University *Music*
Sabra Rogers MacLeod, A.B., Smith College *Hispanic Studies*

DEGREES

- Christine Marie Moffit, B.A., University of California at Santa Cruz *The Biological Sciences*
 Susan A. Nicholson, B.A., Wellesley College *History*
 Landon Anne Stewart, B.A., McGill University *French*
 Miriam D. Williams, B.S., North Carolina Central University *The Biological Sciences*
 Peter Clinton Wilson, A.B., Bowdoin College *Music*

DOCTOR OF PHILOSOPHY

- Haviva Dolgin Langenauer, B.A., Brooklyn College, M.A., University of Massachusetts
The Biological Sciences

HONORARY DEGREES

- | | |
|--|---------------------|
| Elizabeth Dexter Hay, Class of 1948 | Doctor of Science |
| <i>Teacher and Electron Microscopist</i> | |
| Helen Frankenthaler | Doctor of Fine Arts |
| <i>Painter</i> | |
| Pauline Kael | Doctor of Letters |
| <i>Film Critic</i> | |
| Tatyana Grosman | Doctor of Fine Arts |
| <i>Printer to Lithographers</i> | |
| Berenice Abbott | Doctor of Fine Arts |
| <i>Artist with the Camera</i> | |
| Louise Nevelson | Doctor of Fine Arts |
| <i>Sculptor</i> | |
| Marjorie Phillips | Doctor of Fine Arts |
| <i>Painter and Collector</i> | |

DEGREES

SCHOOL FOR SOCIAL WORK DEGREES

CONFERRED AUGUST 1972

MASTER OF SOCIAL WORK

Susan Irene Amendola, B.A., Southern Connecticut State College
Claire Gay Shneider Asarnow, A.B., Brandeis University
Ralph Cooper Bailey, A.B., Brown University, S.T.B. Boston University
Lynn Paula Bernstein, A.B., University of Illinois
Eleanor Susan Levine Boksenbaum, A.B., State University of New York at Binghamton
Miriam Reyes Brazil, B.S.ED., State University College of New York at Buffalo
Anne Twombly Brown, B.A., Wellesley College
Shirley Hunter Carrington, B.S., Florida Agricultural and Mechanical University
Candelaria Marzan Castaneda, B.S., Centro Escolar University
Judith Nancy Clarke, A.B., Hofstra University
VaLinda Rose Croxton, B.S., University of San Francisco
Ann Elaine Cullor, A.B., Cornell College
Pennie Reed Davis Cunningham, A.B., Mount St. Scholastica College
Florence Miriam Davis, A.B., Boston University
Barbara Jean Davy, A.B., University of Cincinnati
Gabriele Goszcz DeToma, A.B., Smith College
John Andrew Dolven, A.B., Colgate University, A.M., Syracuse University
Vere Aubrey de Vere Dudgeon, DIPLOMA IN SOCIAL SCIENCE, Victoria University of Wellington
Paula Lucille Costa Eastman, A.B., Antioch College
Carla Jane Elliott, A.B., Southwestern University
Ruthe Rae Feilbert, B.A., University of Colorado
Carol Louise Fizer, A.B., Boston University
Diane Hernandez Fleischman, A.B., Antioch College
Suzanne Marie Fournier, A.B., Connecticut College
Jennie Lou Sage Fuller, A.B., Skidmore College
Domenic Natale Gareffa, A.B., American International College
Marilyn Rae Gebel, A.B., Viterbo College
Glendon Muir Geikie, A.B., Assumption College
David Geller, A.B., Brooklyn College
Barbara Lynn Green, B.S., University of Massachusetts
Allan Thomas Griffin, A.B., University of Notre Dame, A.M., Boston University
Jane Victoria Cruz Griffin, A.B., University of Kentucky
Lucy Anne Grosvenor, A.B., Cedarcrest College

William Robert Hart, Jr., A.B., California State College at Dominguez Hills
 Natalie Kay Holzman, A.B., Washington University
 Christopher Stewart Houghton, A.B., Denison University
 Sheila Daphne Green Joel, B.A., University of Toronto
 Linda Marie Johnson, A.B., Colby College
 Cheryl LaConia Jones, B.A., Fisk University
 Eugenia Trihas Kafes, A.B., New York University
 Reid Jameson Fisher Kelly, A.B., Smith College
 Deborah Lesser Kempner, A.B., Brandeis University
 Bok Soon Kim, DIPLOMA, Methodist Theological Seminary, M.A., Ewha Womans
 University
 Chong Ok Kim, B.S., M.A., Ewha Womans University
 Sandra McCrae Klinglenmaier, B.A., Wellesley College
 Judith Ann Knutson, B.S., Pennsylvania State University
 Thomas Charles Lever, A.B., Rhode Island College
 Michael Lieberman, A.B., New York University
 Marilyn Ann Lima, B.A., University of Massachusetts
 Hillary Annette Lukaszewski, B.A., Purdue University
 Craig Saunders McCracken, A.B., University of California, Davis
 Leonard Dale McPherson, B.S., Western Michigan University
 Gail Katherine Maloof, B.A., University of New Hampshire
 Harriet Sara Manders, A.B., University of California, Berkeley
 Antoinette Theresa Matijevich, A.B., Hunter College of the City University of
 New York
 Lyn Claire Meehan, A.B., Wheaton College
 Verona Middleton, B.S., Benedict College
 Sherry Ann Mullens, B.A., Northwestern University
 Harvey Allan Nagelberg, A.B., New York University
 Stanley Allan Neff, B.A., Seattle University
 Lynn Louise Nelson, A.B., Westmont College
 Kathleen Agnes Wilderson Novak, B.A., San Jose State College
 Beverly Jeanne Parrette, A.B., University of New Mexico, M.LITT., University of
 Pittsburgh
 Cynthia Anne Peake, B.A., University of Dayton
 Donna Mae Beatty Pearce, B.S.ED., State University College at Buffalo
 Margaretha Louise Percival, A.B., Stanford University
 Gloria Allene Polk, B.S., Tennessee Agricultural and Industrial State University
 Patricia Ann Ponds, A.B., Claflin University
 Alan Bradley Prager, A.B., University of Vermont
 Cynthia Kristanne Popper Ragan, B.A., University of Iowa
 Karen Bair Rengier, A.B., Western College for Women

DEGREES

Rosalind Joy Revell, B.A., Northwestern University
Aleda Marie Richter, B.S., Arizona State University
Robin Ann Rothstein, B.S., Syracuse University
Christine Rupard, A.B., Duke University
Krishna Kanwar Samantrai, B.Sc., M.A., University of Delhi
Joyce Ann Sawyers, B.S., Tuskegee Institute
Geraldine Rosenthal Schick, A.B., Brooklyn College, M.P.H., University of California, Los Angeles
Linda Beverly Schlamowitz, A.B., University of Michigan
Nils Anders Schoultz, A.B., University of California, Santa Cruz
Elaine Charlotte Spaulding, A.B., Wheaton College
Caroline Holman Stanhope, B.S., North Dakota State University, A.M., Columbia University
Patricia Margaret Taylor, B.A., DIPLOMA IN SOCIAL WORK, University of Sydney
John Jasper Vaughn, B.A., University of New Mexico
Pamela Chiles Veague, A.B., Mary Washington College of the University of Virginia
Maria Morison Waite, A.B., Oberlin College
Frances J. Watts, A.B., Michigan State University
Beth Mary Wechsler, A.B., New York University
Elaina Wee, A.B., University of California, Berkeley
Patricia Ann White, A.B., San Fernando Valley State College
Susanne Marston Wieder, A.B., Fairmont State College
Jay Carl Williams, A.B., Duke University
Joan Fraida Winesanker, B.A., University of Toronto
Judith Lynn Yurmark, A.B., Rutgers - The State University
Lawrence Joel Zeger, A.B., Fairleigh Dickinson University

DOCTOR OF SOCIAL WORK.

Glen Junior Erard, A.B., M.S.W., University of Michigan
Ann Louise Overbeck, A.B., Cornell University, M.S.S., Smith College
Alan B. Siskind, A.B., Boston University, M.S., Columbia University

GRADUATE STUDY

Smith College offers to both men and women graduate work leading to the degrees of Master of Arts, Master of Arts in Teaching, Master of Music, Master of Fine Arts (Department of Theatre and Speech), Master of Education, Master of Education of the Deaf, and Master of Science in Physical Education, as well as a limited program leading to the degree of Doctor of Philosophy. In special one-year programs, students from foreign countries may qualify for a Certificate of Graduate Studies or a Diploma in American Studies. Ordinarily about one hundred and fifty students are registered for advanced instruction, which is available in most departments of the College and in various professional fields. These students fall into two categories: (1) degree and diploma candidates, and (2) special students registered for one or two courses. The registration of special students requires the approval of the instructor(s) concerned and the Director of Graduate Study.

Most graduate-level courses are planned for students who are candidates for the various Masters' degrees. The departments which offer this work present a limited number of graduate seminars, advanced experimental work, or special studies designed for graduate students. These courses carry numbers in the four hundreds (*e.g.*, 450) in the departmental listings of the *Courses of Study* of this catalogue. Advanced undergraduate offerings may be elected in accordance with the limitations stated in the paragraphs describing the requirements for the graduate degrees. Individual student programs are planned under the direction of departmental graduate advisers.

A cooperative Ph.D. program is offered by Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts in the following fields: the biological sciences, chemistry, French, geology, German, philosophy, physics, and Spanish. The degree is awarded by the University in cooperation with the institution in which the student has done his research for the dissertation. Students interested in this program should write to the Dean of the Graduate School, University of Massachusetts, Amherst, Massachusetts 01002.

ADMISSION

Entrance to the graduate program requires a bachelor's degree or its equivalent, an undergraduate record of high caliber, and acceptance by the department concerned. Applicants are urged to present their credentials in the spring of the year preceding registration but may apply as late as the first of September. Foreign applicants, however, must submit their applications by the first of January preceding admission. Their credentials must include the formal application, an official transcript of the undergraduate record, and letters of recommendation from instructors at the undergraduate institution. In some cases, candidates may be asked to submit a paper written in an advanced undergraduate course. Correspondence should be addressed to the Secretary to the Committee on Graduate Study.

GRADUATE STUDY

RESIDENCE REQUIREMENTS

Students who are registered for study at Smith College are considered to be in residence. To receive a degree a student must complete the equivalent of at least one academic year of full-time study at Smith College, which may include courses taken at one of the neighboring Valley colleges with approval of the Smith College department. It is expected that work for advanced degrees will be continuous; if it is interrupted, or undertaken on a part-time basis, an extended period is permitted with the limitation that all work for a Master's degree must be completed within a period of four years.

DEGREE PROGRAMS

DOCTOR OF PHILOSOPHY

One year of graduate study, proficiency in two appropriate foreign languages, and departmental approval are required for admission to candidacy for the degree of Doctor of Philosophy. The degree requires a minimum of three years' study beyond the bachelor's degree, including two years in residence at Smith College. A major requirement for the degree is a dissertation of publishable caliber based upon original and independent research. A cumulative grade average of B in course work must be maintained.

Each doctoral program is planned individually and supervised by a Guidance Committee composed of the thesis director and two other members of the faculty. The degree is offered at present in the Departments of the Biological Sciences, Chemistry, and Hispanic Studies (in Spanish). Specific aspects of these departmental programs are listed below.

Biological Sciences. It is expected that applicants will hold a Master's degree or its equivalent. Highly qualified students with little or no previous graduate work in the Biological Sciences may be accepted but they must fulfill the course requirements for the Master's degree in addition to such other requirements as are set by the Guidance Committee. Admission to candidacy in this department is achieved after passing written and oral examinations which are taken upon the completion of the student's course work. The dissertation must be defended at an oral examination.

Chemistry. A student may be admitted to candidacy after completion of a basic graduate curriculum which includes four approved semester courses distributed as follows: one in physical chemistry, one in organic chemistry, one in analytical chemistry, inorganic chemistry, or biochemistry, and one additional course in the field of specialization. At least three of these basic courses must be at the graduate level. With the approval of the Guidance Committee, work completed for a Master's degree may be counted toward the doctoral requirements. The minimum course re-

quirements normally include the basic group mentioned above and additional elections at the graduate level to achieve the following distribution: two in physical chemistry, two in organic chemistry, one selected from analytical, inorganic or biochemistry, and at least two additional courses in the field of the thesis.

After being admitted to candidacy, the student takes a written comprehensive examination in those fields of chemistry which are pertinent to the area of specialization. The comprehensive examination must be passed at least six months prior to the final examination, which consists of an oral defense of the dissertation.

Hispanic Studies: Spanish. An applicant is expected to hold a Master's degree or its equivalent and will be asked to take a placement examination to assist the Guidance Committee in planning a course of study. Ten semester courses are required including two devoted to preliminary survey work related to the thesis. Within the ten required courses at least two must be in a Romance language other than Spanish, establishing a minor in that field. Grades of at least B must be obtained in the courses in the minor, and a written examination in the literary history of that language must be passed. A reading knowledge of Latin and German is also required.

Admission to candidacy is achieved after the Latin, German, and minor requirements are satisfied. The candidate must pass an oral and written General Examination on Spanish and Spanish-American literary history and Spanish linguistics. The thesis must be approved in subject and methodology by the Department and be defended at an oral examination.

MASTER OF ARTS

A candidate for admission to the Master of Arts program is normally expected to hold a Bachelor's degree and to have majored in the department concerned, although most departments will consider an applicant who has had some undergraduate work in the field and has majored in a related one. All such cases fall under the jurisdiction of the department. Prospective students who are in this category should address questions about specific details to the Committee on Graduate Study. With departmental approval, a student whose undergraduate preparation is deemed inadequate may make up any deficiency at Smith College.

Candidates for this degree must also offer evidence, satisfactory to the department concerned, of a reading knowledge of at least one foreign language commonly used in the field of study.

A minimum of eight semester courses of work in residence is required, of which at least four, including those in preparation of the thesis, must be of graduate level. The remaining four may be undergraduate courses (of intermediate or advanced level), but no more than two courses at the intermediate level are permitted. With the approval of the department, undergraduate seminars may be substituted for as

GRADUATE STUDY

many as three of the graduate level courses. To be counted toward the degree, all work including the thesis must receive a grade of at least B minus, but the degree will not be awarded to a student who has no grade above this minimum. The requirements described in this paragraph are minimal. Any department may set additional or special requirements and thereby increase the total number of courses involved.

A thesis is also required of each candidate for this degree. It may be limited in scope but must demonstrate scholarly competence; it is normally equivalent to one or two semester courses. Two typewritten copies must be presented to the Committee for deposit in the library. The thesis may be completed *in absentia* only by special permission of the department and of the Director of Graduate Study.

Although the requirements for this degree may be fulfilled in one academic year by well-prepared full-time students, most candidates find it necessary to spend three or four semesters in residence.

Particular features of the various departmental programs are given below. Except for the Departments of Physics, Psychology, and Sociology, which occasionally accept M.A. candidates under special circumstances, departments which are not listed do not offer this degree.

Art. A minimum of ten semester courses is required, of which two may be used for the thesis. Degree candidates must also take a comprehensive examination covering the whole of the history of art in the West. All 300- and 400-level courses may be applicable to the Master's degree subject to the approval of the Department's adviser of graduate study.

Biological Sciences. Candidates for admission should present work equivalent to an undergraduate major in the Biological Sciences as well as courses in related sciences. Programs for the Master's degree are designed to meet individual needs and ordinarily include the equivalent of two semester courses spent in research for the thesis. Opportunity for advanced study and research is offered in a wide variety of specializations within the Department. Graduate students are expected to participate in the departmental seminar in each year of residence.

Chemistry. The Bachelor's degree with a major in chemistry is usually required for admission to graduate work. The program for the Master's degree ordinarily includes the equivalent of two semester courses spent in research for the thesis, as well as two semester courses in both physical chemistry and organic chemistry. The program also includes work in inorganic chemistry, biochemistry, physics, and mathematics, depending on the field of the thesis.

Classics. A reading knowledge of Latin and Greek is required. Of the eight courses for the degree of Master of Arts, three may be taken in related courses in other departments, such as Art and History.

Education and Child Study. At least three semester courses in Education above the freshman level should be included in the undergraduate training as well as supporting courses in child development and psychology or history and philosophy. Education 452a and a thesis are required. The remainder of the program is planned to meet the needs and interests of the individual student. Applicants should provide evidence of competence in research and submit scores for the Miller Analogies Test.

French. Candidates should have had an undergraduate major in French or its equivalent, although exceptions will be made in individual cases. All candidates should submit with their application a long paper in French.

Geology. Work at the undergraduate level should include experience in most of the following: invertebrate paleontology, mineralogy, petrology, structural geology, stratigraphy and sedimentation, and field geology; chemistry and mathematics are advisable as well as at least two semester courses in physics or zoology. Undergraduates who have majored in other sciences may be accepted by special arrangement with the Department.

German. The Department offers a Master of Arts program at the University of Hamburg designed primarily for Smith graduates with a major in German. It is under the general supervision of the Director of the Smith College Junior Year in Hamburg. A minimum of eight semester courses is required, one of which must be in the literature and language of an earlier period. They must also include a two-semester thesis, under the direction of a member of the Smith German Department, two seminars (or *Ubungen*), and four other courses at the University. A required comprehensive examination may be taken by the student upon returning to the United States.

Hispanic Studies: Spanish. At least six semester courses in college-level Spanish are required for admission. The program for the degree consists of ten semester courses including required courses in the history of the Spanish language, Spanish bibliography and literary methods, and a review of grammar, as well as a two-semester thesis. A general examination, both written and oral, on Spanish literary history and Spanish linguistics, is required.

Italian. Candidates should have had an undergraduate major in Italian, another Romance language, or English, and have a good reading knowledge of Italian. Students with other majors will be admitted if they have had enough courses in literature and related fields. The requirements for the Master's degree include eight semester courses at the graduate and advanced levels. Four of these courses must be in Italian.

Music. A candidate should have had at least nine semester courses in music at the undergraduate level. This work should include experience in theory (harmony, counterpoint, analysis), a general survey of music history, and acquaintance with some more specialized field of music literature. The candidate is expected to have

GRADUATE STUDY

a reading knowledge of French or German or Italian and sufficient performing skill to be able to use a score at the piano. An applicant whose training falls short of the above requirements may be asked to take the requisite undergraduate courses and will be urged to plan a two-year program. The program requires a minimum of twelve semester courses, including the thesis. Two of these may be taken in practical music.

Philosophy. A candidate should have had at least six semester courses in philosophy and three semester courses in closely related fields. A two-semester thesis is required.

Religion. A candidate should have completed undergraduate studies in cognate fields such as can satisfy the Department that he has the capacity for graduate work in religion. Additional competence in language may be required of a student who chooses a thesis topic in Biblical studies.

Russian. At least six semester courses in Russian language and supporting work in economics, government, history, or literature are required. A candidate should have a good knowledge of Russian literature, of the Russian classical writers, and of Russian political and social history. Candidates must take an oral examination to demonstrate their proficiency in the language before they begin their studies at Smith College. This can be done by means of tape recordings for applicants who live so far away that a personal interview is impractical.

Theatre and Speech. A candidate should have had at least four semester courses in Theatre, including work in aspects of Theatre outside the area of his specialization. The thesis may be based on research in one of the following fields: dramatic literature, dramatic criticism, history of the theatre, or playwriting.

MASTER OF ARTS IN TEACHING

The degree of Master of Arts in Teaching is designed for prospective teachers in secondary schools. The M.A.T. program combines study in the field of the student's academic interest (the teaching field) with experience in teaching and the study of American education. Prospective candidates should have a superior undergraduate record, including approximately six semester courses in the subject of the teaching field, and should present evidence of personal qualifications for effective teaching. A reading knowledge of at least one foreign language is required. Applicants are asked to submit scores for the Miller Analogies Test.

The following departments actively cooperate with the Department of Education and Child Study in administering the M.A.T. program: Art, the Biological Sciences, Chemistry, Classics, English, French, Geology, Hispanic Studies, History, Italian, Mathematics, Music, Physics, Russian.

GRADUATE STUDY

So far as possible, course elections are arranged to meet individual needs, both in the amount of practice teaching and in the distribution of course work between Education and the teaching field. The degree is normally earned in one academic year and one six-week summer session. A thesis is not required. Experienced teachers take a minimum of eight semester courses. Inexperienced teachers take a total of ten semester courses, including two in the Smith-Northampton Summer Intern-Teaching Program; in most cases the summer program should precede that of the academic year. The student without teaching experience takes a minimum of four semester courses in his teaching field and three semester courses in Education, including practice teaching. An experienced teacher takes a minimum of four semester courses in his teaching field and two semester courses in Education. Of the eight courses in the regular academic year, three should be at the graduate level and no more than two at the intermediate level. To qualify for a degree the candidate must obtain a grade of B or better in all courses or seminars, although a grade of C in one semester course may be permitted on departmental recommendation.

Brochures describing the M.A.T. and the Summer Intern-Teaching programs may be obtained from the Department of Education, Morgan Hall, 37 Prospect Street, Northampton, Massachusetts 01060.

MASTER OF EDUCATION

The program leading to the degree of Master of Education is designed for students who are planning to teach in nursery or elementary schools and those wishing to do advanced study in the fields of preschool and elementary education. The Department of Education and Child Study uses the facilities of two laboratory schools operated by the College. The public schools of Northampton and vicinity, as well as several private schools, also cooperate in offering opportunities for observation and practice teaching. Students who follow the Master of Education program will ordinarily complete the requirements for certification in the various states, including the fifth year required in some states.

Candidates for the degree of Master of Education are selected on the basis of academic aptitude and general fitness for teaching, and should have had a minimum of three semester courses in Education. In case of a deficiency in this requirement, examinations covering the subject may be taken. They should supply scores for the Miller Analogies Test and evidence of knowledge of a foreign language. Applicants without teaching experience are asked to submit a long paper on an educational topic. Applicants with teaching experience should submit a recommendation concerning their teaching.

Eight semester courses are required for this degree, but no thesis is required. Candidates take practice teaching or equivalent course work according to their teaching

GRADUATE STUDY

experience. Three courses should be at the graduate level and no more than two at the intermediate level. To be counted toward the degree, all work must receive a grade of at least B minus, but the degree will not be awarded to a student who has no grade above this minimum.

MASTER OF EDUCATION OF THE DEAF

The Clarke School for the Deaf, in Northampton, and Smith College offer a co-operative program of study (one academic year and one summer) leading to the degree of Master of Education of the Deaf. The Smith College Bulletin describing the program may be obtained from the Department of Education, Morgan Hall, 37 Prospect Street, Northampton, Massachusetts 01060.

MASTER OF FINE ARTS

This program, offered by the Department of Theatre and Speech, provides specialized training to candidates who have given evidence of promise in acting or in the design/technical area. It stresses advanced technical training in performance and production. To count toward the degree, all work must receive a grade of at least B minus, but the degree will not be awarded to a student who has no grade above this minimum. All completed applications must be submitted before February 15.

Twelve semester courses, including a creative project, the counterpart of the thesis demanded for the M.A. degree, and two years of residence are required. Two of the required courses must be in History, Literature, or Criticism.

MASTER OF MUSIC

This program offers concentration in performance or composition. The normal residence requirement is two years. Of the twelve semester courses required, at least six must be at the graduate level. Four of these should be in the area of concentration. The performer presents a recital and a short paper on the subject of problems related to it. The composer presents a recital (or the equivalent) of original compositions. A balanced program will be worked out to meet the needs of the student. To count toward the degree, all work must receive a grade of at least B minus, but the degree will not be awarded to a student who has no grade above this minimum.

Graduate courses in Harpsichord, Piano, Organ, Voice, Violin, Viola, Violoncello, Wind Instruments may be taken more than once for credit.

GRADUATE STUDY

MASTER OF SCIENCE IN PHYSICAL EDUCATION

The program leading to this degree is open to women who possess good personal qualifications for teaching and whose undergraduate preparation is judged satisfactory in content and quality. Specialization is permitted in adapted physical education, dance, or sports. Students who have completed the prerequisites listed below prior to admission may earn the degree of Master of Science in one year; others normally require two years.

Prerequisites. 1) Four semester courses chosen from bacteriology, chemistry, experimental psychology, mathematics, nutrition, physics, and zoology. At least two of these must be in the biological sciences and should include human anatomy and physiology. 2) Three semester courses in education. 3) Four courses (or the equivalent) selected from Physical Education 400a or b, 405a, 405b, 410a, 415b, 460a, or 460b.

Requirements for the Degree. Candidates must complete a minimum of eight semester courses including the thesis with a grade of A or B.

Required courses for one-year students: 425a, 425b, 430a, 440a or b, 445a, 450 or 450a or 450b, and 455b. Required courses for two-year students include all the prerequisites and the courses required of one-year students.

Optional courses may replace certain of the required courses for students who have had similar or equivalent courses. They may be chosen from any of the physical education courses not specifically required or, with permission of the Physical Education Department, from offerings in the biological or physical sciences, education, music, psychology, theatre, and other related studies in the liberal arts.

Information about application procedures, tuition scholarships in physical education, part-time teaching positions, and other matters relating to the program is given in a brochure which may be obtained from Miss Jane A. Mott, Director of Physical Education, Smith College, Northampton, Massachusetts 01060.

NON-DEGREE PROGRAMS

CERTIFICATE OF GRADUATE STUDY

Certificate of Graduate Study is awarded to foreign students who have received undergraduate training in an institution of recognized standing and who have satisfactorily completed a year's program of study under the direction of the Committee on Graduate Study. This program must include at least seven semester courses completed with a grade of C or better. At least five of these courses should be above the intermediate level.

GRADUATE STUDY

DIPLOMA IN AMERICAN STUDIES

This is a one-year program open only to foreign students of advanced undergraduate or graduate standing. It is designed primarily, although not exclusively, for those who are teaching or who plan to teach some aspect of American culture and institutions. Candidates should have had at least two years' work, or the equivalent, in an approved foreign institution of higher learning and must furnish satisfactory evidence of mastery of spoken and written English. The closing date for application is March 1.

The program consists of a minimum of six semester courses in related American fields, of which one must be a special advanced seminar.

HOUSING AND PERSONAL SERVICES

Housing. The Graduate House at 8 Bedford Terrace is close to the administration and academic buildings on the main campus. It is open to both men and women. Students holding scholarships or fellowships which include room and board are expected to live in college housing.

Health. Graduate students entering Smith College are required at the time of acceptance to submit a detailed health report from a physician. Blanks, which will be sent for this purpose, must be returned by the student to the Office of the College Physician. Transcripts of official college health service records are satisfactory if the record has been made within the year. Students may be requested to present themselves to the College Physician for examination soon after their arrival.

The College has its own insurance plan, underwritten by Blue Cross-Blue Shield, which gives the student unusual protection in the special circumstances of a residence college, in addition to protecting the student over a twelve-month period whether in residence at college or not. Participation in this plan is optional providing the student has protection under another plan and furnishes the Treasurer's Office with the name and address of the insurance carrier and the student's membership number.

All students holding fellowships, graduate assistantships, and scholarships are *required* to participate in a health insurance plan arranged by the College with a reputable insurance company unless similar insurance is already carried.

The health fee of \$70 pays for outpatient services. These include examination and treatment by the College physicians, and the use of the Student Counseling Service. Treatment includes some medicines, physical therapy in the form of ultra-violet irradiation and various forms of heat, injections for desensitization as requested by a student's own physician and, in addition, most immunizations needed for foreign travel. Some orthopedic appliances are available on loan.

GRADUATE STUDY

Students may consult the College physicians Monday through Friday 8:30 A.M.-4:00 P.M., Saturday 9:00 A.M.-12:00 noon. If a student is injured, or is involved in an accident even without injury, he should report at once to the Infirmary.

Placement Service. Graduate students are urged to take advantage of the services of the Vocational Office, which assists students in finding positions and serves as a clearinghouse for letters of recommendation and other credentials of interest to prospective employers.

FINANCES

TUITION AND OTHER FEES*

Tuition for full-time work, for the year	\$2,700.00
Room and board for the academic year†	1,500.00
Tuition for part-time work, per semester course	350.00
Accident and sickness insurance (optional but recommended)	80.00
Infirmary charge per day	55.00
Health fee (required for graduate students enrolled in three or more courses, teaching fellows, theatre fellows, and graduate assistants)	70.00
Registration fee (not refunded or credited)	5.00
Graduation fee	15.00

*Subject to change

†This does not include Christmas and spring recesses. A College house is open and accommodations are available at a moderate cost for those graduate students who wish to remain in Northampton during the spring vacation; *all* houses are closed during Christmas vacation.

FINANCIAL AID

The College offers a number of scholarships for graduate study. Amounts vary from \$500 to \$3,500 according to circumstances and the money available. It is understood that holders of these awards will not undertake remunerative employment without the permission of the Director of Graduate Study. Application forms may be obtained from the Secretary to the Committee on Graduate Study; completed applications are due February 15.

Several scholarships for foreign students cover the expenses of tuition, room, and board. Candidates should apply as early as November, if possible, to the Chairman of the Committee on Foreign Students, College Hall, Northampton, Massachusetts 01060, for application forms and details about required credentials; completed applications should be received by January 15.

GRADUATE STUDY

Three scholarships covering tuition are available to students in the Department of Physical Education. Applications should be made by February 15 to the Director of Physical Education, Scott Gymnasium, Northampton, Massachusetts 01060.

Teaching fellowships and graduate assistantships are available in the science departments and also in the Departments of Education and Child Study, Music, and Theatre and Speech. These students carry a half-time graduate program, usually completing the requirements for a Master's degree in two years. The stipend at present is \$2,600 for the first year and \$2,800 for the second year, with tuition fees waived. Applicants should obtain forms from, and submit completed applications to, the Secretary to the Committee on Graduate Study. Appointments are usually made early in March; however, later applications may be considered. Research fellowships are granted for work in various science departments as funds become available, stipends varying in accordance with the nature and length of the appointment. During the academic year the research fellow usually carries a half-time graduate program. These teaching and research fellowships and graduate assistantships are of particular value to students who are interested in further study or research, since they combine fellowship aid with practical experience and an opportunity to gain competence in a special field of study. In accepting one of these appointments, the student agrees to remain for its duration.

The income of the Florence Harriett Davidge Educational Fund is available for loans to graduate students after they have registered. Applicants must agree to begin annual payments on loans soon after completion of their work at Smith College.

Information concerning National Defense Education Act loans may be obtained from the Secretary for Loans in the Office of Financial Aid, College Hall, Smith College, Northampton, Massachusetts 01060. This office also has information about local employment opportunities for graduate students.

SMITH COLLEGE SCHOOL FOR SOCIAL WORK

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ORGANIZATION OF THE SCHOOL

The Smith College School for Social Work was organized in 1918 as a graduate school in which to prepare psychiatric social workers for the war emergency. During 1918 and 1919 an intensive course of theory and a period of supervised practice were given to those who were graduated. They at once found their places in hospitals and social agencies. It soon was recognized that an approach to problems of social maladjustment through an understanding of the personalities involved was valid for every form of social casework. The Smith School therefore continued after the

*Sabbatical leave: September 1973-September 1974

SCHOOL FOR SOCIAL WORK

war emergency as a graduate professional school of social work and became a charter member of the Council on Social Work Education.

The first decade of the growth of the School corresponded to the period when the mental hygiene movement was enlarging its scope to include greater focus on mental illness and mental defect, prevention of delinquency, and the development of child guidance clinics. At that time psychiatric social workers eagerly were sought for hospitals, community clinics, and for preventive mental hygiene work in courts, schools, and the public services. There is an even greater demand for today's graduates, who have a rich range of professional opportunities, under both governmental and voluntary auspices, in many fields of practice, including child guidance clinics and child welfare services, delinquency and correctional programs, family counseling services, hospital and rehabilitation centers, psychiatric clinics, public assistance programs, and school social work departments.

MASTER OF SOCIAL WORK

Educational Plan

The educational plan of the Smith College School for Social Work is based on the premise that there is a basic core of knowledge and skill in social work which transcends the specializations. The educational program is planned so as to offer sound orientation in the broad aspects of social work and the development of professional competence in clinical practice. Graduates are prepared to hold casework positions in a wide variety of private and public agencies and to advance to supervisory and administrative responsibilities.

Block Plan

The course of study is organized on the block plan, which is designed to integrate theory and practice through a carefully devised sequence of three summer sessions and two intervening winter sessions (Plan A). To insure that each student obtains a sound grasp of essential theoretical material, the summer sessions are totally dedicated to academic course work. The two intervening winter sessions provide continuity in the field work experience which is essential in acquiring skill and understanding of casework procedures, in establishing a relationship with a client, in formulating and carrying out treatment procedures, and in bringing a case through to successful termination.

Plan B includes two summer sessions of academic study at the School and an intervening winter session in field work. It is designed for students who have had adequate graduate preparation or satisfactory supervised employment in an approved casework agency.

SCHOOL FOR SOCIAL WORK

Summer Session

Courses taken during the summer academic sessions are divided into four curriculum sequences: (1) Treatment Methods; (2) Human Behavior and Social Environment; (3) Social Policy; and (4) Research Methods.

Clinical skills are developed in the Treatment Methods Sequence in courses which draw on psychoanalytic theories of personality development and those theories which explain the manner in which economic and sociocultural factors interact with psychological phenomena to influence human functioning. Throughout the courses, consideration is given to a helping process directed toward mobilization of the client's and community's resources in the interest of an individual's increased autonomy and more rewarding functioning. Initially, emphasis is placed on assessment of psychosocial forces and uses of tangible resources followed by gradually increased attention to the less visible psychological factors and the discriminate use of the therapeutic relationship as a major treatment instrument. With this foundation assured in individual-oriented treatment skills, opportunities are made available to explore therapeutic methods geared to the special language of children and to larger units of family and non-kinship groups.

The Human Behavior and Social Environment Sequence provides the student with a clear and comprehensive understanding of the biopsychosocial factors which influence human development and behavior throughout the life cycle. The student is helped to begin the process of integrating knowledge of his psychiatry, psychology, and the social sciences.

The objective of the Social Policy Sequence is to foster the student's knowledge about and interest in broad social welfare issues and have a vital bearing on the planning, organization, integration, and distribution of social services. Developmental and analytic perspectives are combined to (a) provide basic knowledge of the existing structure of social welfare provisions; (b) promote attitudes of critical inquiry based upon knowledge of existing structure for social welfare provisions; (c) foster the ability to evaluate and utilize appropriate social policy materials; (d) develop skill in analyzing social problems and assessing the comparative value of proposed programs for the prevention, alleviation, and solution of these problems; and (e) enhance the student's commitment toward constructive efforts at planned social change and in doing so, to understand the relationship between micro and macro change efforts.

The course work in the Research Methods Sequence is intended to help the graduate student develop useful connections between social inquiry and professional issues. To accommodate the differences in relevant background of students, three tracks of study are available: (a) an organized, didactic, formal course for students with limited preparation in scientific methods and research methodology; (b) a work-

SCHOOL FOR SOCIAL WORK

shop; and (c) a tutorial program of advanced study for students who can build on prior learning in this study area.

Integration of the total curriculum is achieved by arranging a meaningful sequence of course units within each academic session and through successive sessions. The curriculum consists of a combination of lecture and seminar courses. All courses in treatment methods are taught on a seminar basis, and there is opportunity for class participation in the lecture courses. Emphasis is placed on the student's taking initiative for his own learning in order to enhance his capacity for the type of independent, critical, and creative thinking that characterizes the truly professional person. Living together on the Smith College campus during the summer academic sessions encourages productive group thinking, lively discussion of current professional and social issues, and assimilation and exchange of experiences gained during the winter field practice periods.

Winter Session

Field work, as an integral part of the curriculum, carries academic credit. Students are assigned to agencies in small groups for a long and continuous practice period. This enables the student to become a participating member of the agency and community, and furthers the development of professional attitudes. Responsible participation under supervision during the field work gives opportunity to develop competence and self-reliance in clinical practice.

The student is expected to take responsibility for a substantial amount of independent reading in casework, psychiatry, social science, and social welfare.

During the first placement period, Plan A students participate in the Community Practicum. In this field experience students apply the theory and analytical approaches presented in academic courses to the context of a specific community.

During the second field work period, research projects are selected and developed under the guidance of members of the School faculty.

Continuous supervision from the School is maintained throughout the field work period by regular visits of faculty.

Students are placed for a continuous field work period of eight and one-half months in sixty-seven carefully selected agencies in fifteen cities. The block plan of training frees the School in the choice of agencies without geographic limitation. Agencies selected include family services, child guidance and mental health clinics, hospitals, and child placement agencies, under private and public auspices. Agencies affiliated with the School accept responsibility for carrying on an educational program, and in conjunction with the School select qualified supervisors who act as auxiliary faculty in field instruction.

SCHOOL FOR SOCIAL WORK

Degrees

The Trustees of Smith College, on the recommendation of the faculty, grant the degree of Master of Social Work (M.S.W.) on the following conditions: (a) completion of the residence period, namely, five sessions of full-time study for Plan A students, and three sessions for Plan B students; (b) satisfactory completion of the courses required, unless exempted by examination, when advanced work may be substituted; (c) satisfactory completion of the Community Project; (d) satisfactory completion of a research project. Information concerning the Doctor of Social Work (D.S.W.) is given below.

Admission

The Smith College School for Social Work is open to men and women graduates of approved colleges who have completed at least twenty semester hours in the social and biological sciences. The School *Catalogue* will be sent upon request. Inquiries and requests for applications for admission should be addressed to the Committee on Admission, Smith College School for Social Work, Northampton.

Expenses

The tuition for the 1973 summer session is \$550 for students in the Master of Social Work Program and \$650 for those in the Doctor of Social Work Program. Room and board for this ten-week period is \$300. For the 1973-74 winter session the fee is \$500. Increases in fees are anticipated beginning in the summer of 1974.

During the periods of field work the students are responsible for their own maintenance.

Financial Assistance

All financial aid awards, administered by the School, are based on need. Students are expected to use personal, familial, and loan resources to the fullest extent possible. No qualified candidate should be discouraged from making application because of financial limitations.

Calendar 1974-1976

Session I	June to September 1974
Session II	September 1974 to June 1975
Session III	June to September 1975
Session IV	September 1975 to June 1976
Session V	June to September 1976

SCHOOL FOR SOCIAL WORK

DOCTOR OF SOCIAL WORK

The doctoral sequence is oriented to the preparation of advanced casework practitioner-investigators, supervisors, educators, and administrators. Through extending clinical competence and research skills, this sequence is designed to enhance career efforts to discover and articulate knowledge about practice theory and methods.

The doctoral sequence entails three ten-week periods of on-campus academic study (courses listed under Sessions I, III, and V) and two intervening internship periods of three days each week (Sessions II and IV). The clinical internships, based in a training center in Boston or New York, extend over the two winter sessions. Through continuity of clinical work in the same center, the student has the opportunity to follow some cases over a two-year course in order to extend his experience with the later phases of treatment. Also scheduled during Sessions II and IV are research consultation visits intended to promote the development of a dissertation design. A final dissertation manuscript must be submitted within five years of the completion of Session V.

CONTINUING PROFESSIONAL EDUCATION

The School offers a series of two-week seminars each summer which are open to experienced social workers. The seminars are conducted on the discussion method under the leadership of outstanding practitioners.

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Smith College is accredited by the New England Association of Schools and Colleges. The Association accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators. Colleges support the efforts of public school and community officials to have their secondary schools meet the standards of membership.

SUGGESTED FORMS OF BEQUESTS

The particular form of a bequest clause will be determined by the type of bequest (specific, residual, contingent, etc.) and its purpose (endowment, restricted, unrestricted, etc.). Although it is possible to designate a specific purpose for a bequest, the functions and needs of the College do change in time. It is recommended, therefore, that a specific purpose be stated as a preference with the final determination to be left to the discretion of the Trustees of the College.

UNRESTRICTED BEQUEST

"I bequeath to The Trustees of the Smith College, a charitable corporation established by law at Northampton in the Commonwealth of Massachusetts, the sum of dollars, to be used for the College's general purposes."

ENDOWMENT GIFT, INCOME UNRESTRICTED

"I devise and bequeath to The Trustees of the Smith College, a charitable corporation established by law at Northampton in the Commonwealth of Massachusetts, (insert here the amount in dollars, complete description of the securities, real estate or other property) to be known as the Fund, the principal to be added to the endowed funds of the College, and the net income therefrom, and such portion of the gains as determined by The Trustees, to be used for the general purpose of the College."

ENDOWMENT GIFT, INCOME RESTRICTED

"I devise and bequeath to The Trustees of the Smith College, a charitable corporation established by law at Northampton in the Commonwealth of Massachusetts, (insert here the amount in dollars, complete description of securities, real estate or other property) to be known as the Fund, the principal to be added to the endowment funds of the College, and the net income therefrom, including such portion of the gains as determined by the Trustees, to be used to (insert here how donor wishes income to be used, for example, scholarship aid, faculty salaries, or instruction in a particular field).

"If, in the succeeding years, circumstances have changed sufficiently in the opinion of the Board of Trustees to make it impractical to continue using the funds for the above purpose, the Trustees then may use the income, principal or both of the fund for such other purpose or purposes which, in the opinion of the Trustees, will then most nearly carry out my wishes as stated above."

RESIDUARY CLAUSE

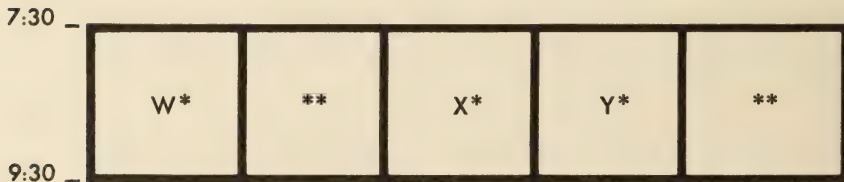
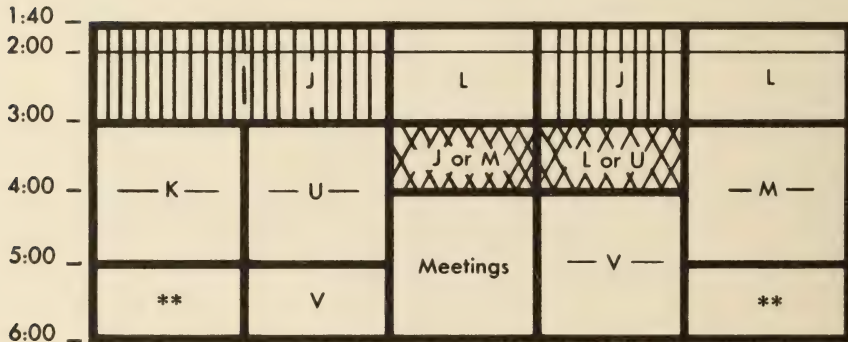
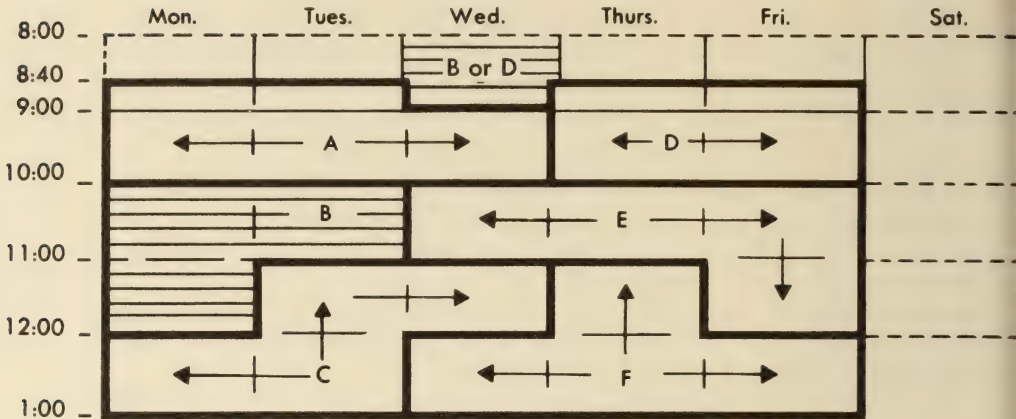
"I devise and bequeath to The Trustees of the Smith College, a charitable corporation established by law at Northampton in the Commonwealth of Massachusetts, all (or specify a portion) of the rest, residue and remainder of my estate, whether real, personal or mixed, however and whenever acquired and wherever located, to be used (specify how bequest is to be used)."

CONTINGENCY CLAUSE

"... If any of the above named beneficiaries should predecease me, then I devise and bequeath to The Trustees of the Smith College, a charitable corporation established by law at Northampton in the Commonwealth of Massachusetts, all the property, real or personal, which said beneficiary or beneficiaries would have received had they survived me."

CLASS SCHEDULE

A student may not elect more than one course in a single time block, except in rare cases which involve no conflict.



*A three-hour laboratory session scheduled in block W, X or Y runs from 7 to 10.

**Reserved for College assemblies, concerts, lectures, and other events.





